

A double swing to the Left?

If the GLC takes its expected double swing to the Left in the May elections – not only towards Labour, but far enough to choose Ken Livingstone as leader, rather than the more moderate Andrew McIntosh – political control of the country's largest education authority can be expected to move the same way.

The ILEA is already Labour-controlled, of course, which is one reason why education policy has not so far loomed large in the London Labour Party's attacking campaign. But it is no secret that Sir Ashley Bramall, Labour leader of the authority for more than 10 years, is regarded as one of the old guard of government and compromise now being rejected in the party both nationally and in London. To Michael Heseltine he may look like one of the left's big spenders, but the London left is not impressed by his democratic accountability – code words for not left-wing enough by half.

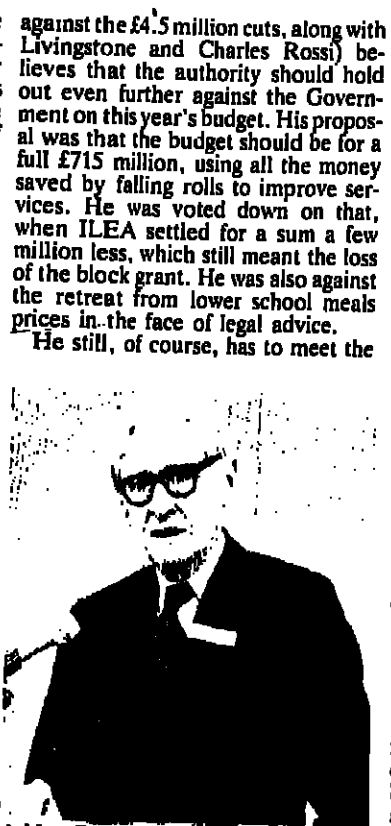
There are two distinct threats to Sir Ashley's position. The first is that he could lose his GLC seat at Bethnal Green and Bow, where a one-time Labour stronghold could crumble to hard-working Liberal grass-roots campaigners, who have already made borough council gains there.

If Sir Ashley does beat the Liberals, he will come up against the first meeting of the new ILEA Labour group on May 9. The tactics of the left have not yet been fully thought through. It may be decided to put up a rival candidate straight away, or to rally round Sir Ashley for a while, in view of the need for a united front against the Government, and to talk in terms of a more phased succession.

In either event, the choice of ILEA leader favoured by the Livingstone group is Brin Davies, a 36-year-old TUC official who has been a Lambeth borough councillor since 1978, and joined the GLC as member for Vauxhall at a by-election last year.

Politically, Brin Davies could be described as somewhere to the left of Ted Knight. He was formerly Knight's deputy as Lambeth leader, and supported him all the way in his confrontation with the Government over spending. "But I didn't support him over the cuts" – the cuts, that is, that Red Ted forced through more defensively in the face of angry ratepayers.

Similarly at ILEA Brin Davies, who joined the finance sub-committee just too late to take part in last year's budget row (he would have voted



Ashley Bramall: old guard

ratepayers of Lambeth in the Vauxhall campaign. Traditionally it is a safe Labour seat, but he is also one of the handful of Labour candidates picked out for challenge by a Social Democrat.

Brinley Davies (as he appears on the returning officer's record at Vauxhall) is a qualified actuary who works in the TUC's social insurance department. He is however keen enough on the ILEA leadership to promise to give up his job if he wins that particular election.

His opponents in the present ILEA leadership point to his lack of experience – and even interest – in education. He concedes a recent refusal to become a college governor, on the altogether reasonable ground that too many evening meetings prevent proper attention to anything. But he was a school and college governor when he was a member of the Croydon L.E.A., and came away from the experience with strong views about reforming the role of governors.

He wants to see parents and the local

Break

community brought in more effectively, an item already in the Labour manifesto for May 7. He does see education as a very big election issue. Within education, he thinks the most important follow-up to the successful defence of ILEA against the breakers men will be a mobilization against the cuts.

A Lambeth-style stand? "I wouldn't deliberately seek a confrontation", says Davies, "but if the ILEA is elected on a certain programme it would be up to the Government if they sought a confrontation. You must make it plain from the start that you have been elected to carry out a programme and you have a democratic mandate. The Labour Party doesn't want representatives who will just knuckle under to central government pressure."

"It's not my intention to repeat the Lambeth circumstances. I'm none too happy about the outcome. But we can learn from that experience."

On most of the strictly educational items in the manifesto, agreement either exists or has been cobbled up between the present ILEA leadership and its critics. Secondary amalgamations to cope with falling rolls if the local consultation points that way, very slow progress towards tertiary colleges for the 16 to 19 group, nursery centres for the under-fives where borough social services will agree, more advances on the multi-cultural front.

On church schools especially the left appear to have backed away from outright abolition, favoured by some. "We must make sure that they don't operate a covert selection system," says Davies, "and persuade them to play a full role in comprehensive education. But we must accept the law on church schools."

Any differences, plainly, will be largely a matter of style.

Sponsor

Anyone who read in *Aristides* two weeks ago about the new scheme for schools to sponsor children's villages in the third world, and would like to know more details should write to Steve Blyden, Campaign Manager, SOS Children's Villages UK, 64 King Street, Cambridge CB1 1LN.

Red readers

Children's books that cost 20p in their own country? Hardback novels for just over £1? Unbelievably cheap musical scores and art books? No, not Britain 20 years ago, but Collier's free exhibition of 2,000 Soviet books and journals, now at the National Book League until April 25. And if some of the titles on display are not to your taste, you can always go to the nearest bookshop to buy one of the others that would grace any bookshelf or coffee table, east or west.

The era of cheap paper, smudgy black print and fuzzy colour reproduction in Russian books now definitely appears to be over. One glowing book illustrating English art in the Hermitage Museum, at one time the biggest collection outside Britain itself, could hardly be bettered, and it is curious to see how closely pictures like George Morland's *Women Selling Fish* anticipate twentieth century Soviet social realism. Anything as lovingly reproduced as this, or the very handsome, surely under-priced, volume of Rembrandt's drawings make it easier to overlook less pleasing titles, such as *Where Human Rights are Real: Impressions of the Soviet Union*. But at least there is nothing quite so blatant as the article entitled "Three Cheers for the Soviet Intelligence Service", that once appeared in a pre-war magazine for Russian children.

Other books are rather more functional, although titles can occasionally be misleading, eg *Remarkable Curves* in The Little Mathematics Library. A few odd moments also crop up in *Useful Russian Idioms and Phrases*, where the visitor can learn to explain that he is "in



"Very interesting. I'd say south side of Birmingham, late '79, intended for wood."

low water", but that he has "a head on the shoulder".

But one can only wonder at the abundance of cheap, well-illustrated children's books, tales and classics by Tolstoy to lively modern novels of which are also published in English texts. Occasional quality features prominently in one of the expensive side these days, but certainly some bargains to be had out into the steppes of Vauxhall.

Low fees

Grange Hill, BBC Television, the story of comprehensive school children, continues to cause ructions, and places, too. From some of the from the floor at a recent meeting of prep-school English teachers, the pressing question of fees was raised – will be paid if teachers die as shall we say, frank series.

Those who are severely disabled after attacks from pupils or parents will also get the minimum five years tax free salary under a new deal about to be struck with local authorities. The full sum would be paid for the loss of a hand or foot or blindness in one or both eyes, or, in the case of death, paid to the teacher's dependents. The employers are also offering a sliding scale of compensation for lesser injuries – £9,400 for loss of hearing, £27,000 for the loss of the lower jaw, £22,326 for a big toe and £697 for any other toe.

The deal updating an existing national agreement has been agreed in principle with the teacher unions and local authorities. But the teachers are pressing for the removal of the clause which leaves it to the employers to decide if the injuries are the result of an assault. The teachers also want the deal to apply to accidents which take place outside of school activities.

Striking words, Bob? Quality. The woman teacher stabbed by a boy in her classroom in January may well not have benefited under the scheme. If she is found to suffer no permanent injury she would get no money under the new deal or present national arrangement, Bert Lodge writes.

But she was last week awarded £500 (Blacknell juvenile court and the boy was placed in the care of the local council).

A teacher union leader said this week that the £500 which the parents of the Berkshire schoolboy must pay is primarily an expression of disapproval rather than compensation.

Mr Hugh Preece, head of the NUT legal department, was commenting on the case of Miss Joanna Wesson, a 22-year-old language teacher at The Forest School, Wincoburn, who was stabbed in January by a pupil she told off twice in a lesson. She was treated for a serious wound and kept in hospital for a week.

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Teachers' lives worth £23,265

by David Lister

A price has been put on the cost of a teacher's life. Minimum compensation of £23,265 – or five years' salary if that is higher – will be paid if teachers die as a result of assaults at school.

Those who are severely disabled after attacks from pupils or parents will also get the minimum five years tax free salary under a new deal about to be struck with local authorities.

The full sum would be paid for the loss of a hand or foot or blindness in one or both eyes, or, in the case of death, paid to the teacher's dependents. The employers are also offering a sliding scale of compensation for lesser injuries – £9,400 for loss of hearing, £27,000 for the loss of the lower jaw, £22,326 for a big toe and £697 for any other toe.

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In Hyde Park on Sunday, traditional place of peaceful protest, these youngsters rallied to demand jobs. But their voice was drowned by a different kind of youth protest in Brixton a few miles away (page 3 and 8)

'Time for some children to stop learning mathematics'

A call to stop teaching maths to some non-academic pupils was made this week by the president of the Mathematics Association. He claims there are not enough maths teachers for pupils who show indifference to the subject. Bob Doe reports.

Maths chief warns of staff shortage

Schools should stop teaching maths and computer studies to some pupils to make better use of scarce maths teachers, Mr Douglas Quaidling, president of the Maths Association told its annual conference in Leeds this week.

Speaking about the pressures caused by the worsening shortage of maths teachers Mr Quaidling said it was time to question whether all children should go on receiving maths lessons until they left school.

"For children with an academic turn of mind or for children who recognize a specific need to acquire mathematical skills it is right to regard mathematics as a subject within the curriculum and to seek to broaden their appreciation of that subject from within."

"But we are also forcing many teachers to attempt to teach mathematics, often against a dead weight of indifference, to children who are more likely to find their motivation for continuing mathematics in a wider context."

"I believe that we have a far better chance of success if we can find new ways of using mathematics teachers within schools – more as a resource which can be called on when the need is recognized than as initiators of programmes of instruction."

Computer education was largely done by teachers who would otherwise be teaching mathematics. The computer should be treated like the library, available to any teacher who could use it he said.

"The time is long overdue for the computer in schools to come off its pedestal and to be treated as a perfectly normal part of the furniture, cared for by the computing equivalent of the school librarian."

"We do not take up time teaching children about Caxton bookbinding and the invention of the monotype machine – what is the justification for filling school timetables with courses in computer studies where children sit and write notes on Charles Babbage, machine code and binary arithmetic?"

Sir can't face school

by Douglas Hetherington

A 53-year-old English teacher at a secondary school in the working class Glasgow district of Easterhouse has developed a complaint called "learned helplessness" because he says standards are not high enough among his fellow teachers.

Mr John McLellan was reduced to such depths he developed a phobia about going to school, the education appeals committee of Strathclyde Regional Council heard when he appealed against a final warning for consistently arriving late.

"I have done little or no teaching for two years," Mr McLellan told the committee. His "ludicrous" phobia prevented him from arriving at the school before noon and sheer despair did the rest.

Mr McLellan's solicitor said the phobia stemmed from the belief that educational standards were not high enough and that his fellow teachers were antagonistic towards him.

The committee had no chance to force



"THAT'S THE TERRIBLE THING ABOUT IT - I CAN'T STAND GOING IN TO SCHOOL TO BE TOLD OFF."

This week

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Personal column

Mary Warnock Academic parents

probably not insuperable, either for parents or for teachers. But the question of confidence is infinitely more difficult.

In using the title *Parents as Partners*, I was aware that we were making tremendous demands on parents, physically, but more crucially on teachers. Of course teachers know that parents can, and do, teach their own children.

Non-deliberate or unconscious teaching is teaching nonetheless. But the opinion that parents who deliberately set themselves to teach are the claim; as some enthusiasts to swallow (for reasons far more respectable than injured professional pride).

Where a child has a manifest disability, physical or intellectual, and where parents have fully recognized it, then they may be wonderful teachers. They may understand the obstacles in their child's way better than anyone else, and may be full of enthusiasm for helping him overcome them.

But, sometimes parents are ambitious, irritable and impatient, so how can teachers trust them? When his child hasn't been able to read at all, and

then, evening by evening, begins to advance, a parent may be delighted. All goes well. But then his expectations may grow monstrously, his demands become impossible. And some of the worst offenders are parents whose own prison is teaching.

It is essential for teachers to expect more of children while they are at school than they could achieve without stimulus. But it is different for a parent to expect too much, and a child can't escape from his parents; he has to stick out their disappointment. And if, being a teacher himself, a parent allows the atmosphere of the classroom to enter the home, then the alienation may be complete.

Teaching in Oxford, one sees many highly academic parents, and there is a general and gloomy expectation among teachers that they will make excessive demands on their children. But not all academic parents are monsters; and it is by no means only academic parents who destroy by ambition.

So let us recognize the limits of what is possible. It is good for parents and teachers to work together. But just by becoming parents, people don't automatically also become fair, intelligent and sensitive. They don't necessarily become loving or forgiving. No power is so strong as the power of parental disappointment. A teacher may feel frustration and resentment of a parent, but it is nothing to the child who won't learn.

We must welcome the new trend towards parental involvement. But let's not go overboard.

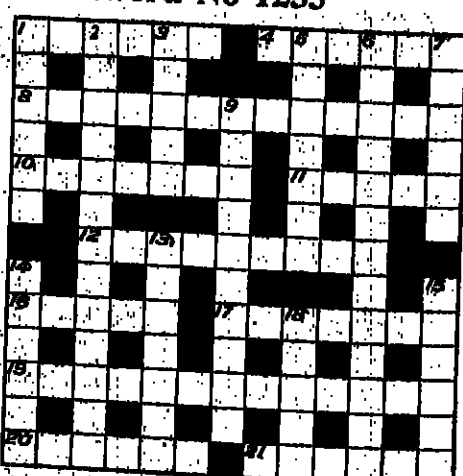
Next week

Hands up for a contract! John Partington argues that teachers' contracts would do more harm than good.

Life on the dole: Colin Parfitt and Chris Cook on a new college course that prepares students for unemployment.

Extra: Health Education

Crossword No 1233



ACROSS

1 May be adjusted over me (6)
2 In a road vehicle one may calculate (6)
3 Health taking out (6, 7)
4 Something we just have to (6)
5 It's black in the Disc (6)
6 How the watch dog sits (5)
7 The colour of syringa (5)
8 Tunnel (7)
9 Players of archaic instruments (13)
10 Such goods should be marketable (2, 4)
11 Frank never touched these stamps (6)

DOWN

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"Well, Fortescue. Not a bad session. A bit long - it always is when Easter's late - but at least it's Mexico this year with the Aztecs, not Eastbourne with the NUT."

"Yes, Secretary of State. The main thing is you managed to get through without doing anything in particular."

"The Curriculum show should run for a couple of years. The circular will see to that. How aptly named - a circular to make sure the arguments go on going round and round."

"A pretty conceit, sir."

"Enough of this little tattle, Fortescue. What else is there to clear up before I leave for my goodwill tour and educational visit to the Mexican republic? By the way, get a copy of the Blue Guide from the library and a good phrase-book. I don't want to get caught in an electric storm without knowing the Spanish for postilion."

"There is the department's response to the PM's latest request for savings. The Minister of State and the parliamentary under secretaries have now sent in their suggestions."

"Fine, Fortescue. Fire away."

"Well, sir, they've certainly taken to heart your request for lateral thinking. As Dr Boyson says, a thousand paper clips saved are worth a dozen candle-ends. In fact one of Dr Boyson's proposals is that we should adopt a new indestructible paper clip invented by a Brent housewife. He says it is a seminal innovation in direct linear descent from Crompton's mule."

"A difficult conception, Fortescue."

"Dr Boyson also suggests asking i.e.a.s and members of the public to send a stamped and addressed envelope when writing to the DES."

"A few more candle-ends. Anything more substantial?"

"Yes, sir. He wondered if we could get the MSC to pay for higher education as part of the Youth Opportunities Programme."

"That's more like it, Fortescue. That would get Jim Prior going."

"There are a lot more like that, sir. Mr Macfarlane wants to get the Youth Service onto the Defence budget, and persuade Law and Order to foot part of the salaries bill by making all teachers special constables."

"I suppose it's worth trying. Make Alec Dickson a Field Marshal and Fred Jarvis a police inspector. What about Mr Channon's arts vote?"

Comment

After Brixton - who wants to learn?

The Brixton riots are only the latest in the sequence of isolated incidents in different parts of the country where law and order has broken down and young people, many of them black, have ranged themselves in ugly confrontation with the police. The events which triggered off the fighting were different in Brixton from those which caused the flare-up in the St Paul's area of Bristol last year. These, in turn, were different from those which led to the Southall riot when Blair Peach was killed in 1979. A common factor has been the hostility of the black community to the police, and the disaffection of young people in the face of high unemployment, urban decay and what they regard as police harassment.

No doubt there will now be a lengthy argument about the facts of the Brixton case and the usual recriminations about the behaviour of the police and the rioters. Nobody who saw on television policemen hurling stones back at their attackers, or who heard a BBC reporter give an eyewitness account of policemen aiming themselves with, among other things, a pick-axe handle, and a rubber coat, can doubt that had communal relations will now be made worse by a welter of accusation and counter-accusation.

Police methods in areas like Brixton where street crime is rife are bound to come under close scrutiny. The right of the ordinary citizen - there can be no excuse for violence on the streets - to have his person and property protected is indisputable, but the paradox remains that a high police profile can sometimes make for more insecurity and crime rather than less, and insofar as it leads to the eruption of alienated minority feeling as in Brixton, is counterproductive.

It has been clear to senior education officers in London for some time that Brixton was, in a way, waiting only for a spark. High youth unemployment; squalid surroundings; lack of facilities for youth activity; schools where poor employment prospects exert a depressing effect

on pupils' progress long before they leave school; a youth culture outside the law reliant on thieving and drugs; and hustling a living by fair means or foul - these are the signs of alienation for young blacks in Brixton; as they are in Detroit or Manhattan.

Many of Brixton's difficulties are endemic in the present state of the British economy. Nothing is going to happen in the short run to generate the large demand for unskilled and semi-skilled employment which Brixton - black and white - needs. In the circumstances, the schools and the youth organizations are fighting an uphill battle. Poor educational attainments are no help when it comes to getting a job, or even living without a job, but the schools cannot even hold out any guarantees of employment to those who do work hard and pass their exams, least of all if their skin is the wrong colour.

The interim report of the Rampton Committee is already with the DES awaiting a decision to publish. Last weekend's events in Brixton make it even more necessary that the Government should now show itself ready to act positively as well as negatively - to strengthen education and the social services in so-called immigrant areas, not just the police. Brixton is part of Lambeth, the "over-spending" authority which has been harshly penalized under the new Block Grant. It is not obvious that the way to stop riots in Brixton is to cut central Government grants.

The only constructive response to the Brixton riots is to find ways of mitigating the underlying conditions of life for young and old alike in the inner city. No one believes that law and order is enough. In certain circumstances, it can be too much. It must still be possible to make things better in places like Brixton, even if the underlying conditions of life remain unsatisfactory.

Relief for Young Vic

After the furore over the Arts Council's cuts, especially the complete withdrawal of the grant to the National Youth Theatre, it is good to find that one government body is continuing to support arts projects for young people.

Contrary to earlier indications, it now seems likely that the highly successful Young Vic Education and Community Service will be continued after only a short hiatus, when their Manpower Services Commission grant is extended.

Founded during Michael Ragozinski's two year

period of directorship in 1979, YVECS has carried out a number of projects in south London schools, culminating recently in their brave programme about death from cancer, *Taboo*. The critical success of this may have had some bearing on the rather belated application by the Young Vic for an extension of their MSC grant.

The MSC has also come to the rescue of the theatre-in-education work at the Duke's Playhouse in Lancaster. And while we might be happy to breathe a sigh of relief for another worthwhile scheme saved in the nick of time, this is surely not the ideal way for young people's arts projects to be funded.

For one thing, MSC schemes depend on finding people who have been entirely unemployed for six months. By the nature of their work, actors are used to finding casual jobs.

Certainly, in the present climate, it seems in order to be grateful for small mercies. But alternative methods of funding, here and there, whether by the MSC or commercial sponsorship, should not relieve the Arts Council of its primary responsibility, to safeguard the arts for the future in this country and to ensure that enjoyment of a benefit from artistic enterprises should be as widely available to young people as possible.

Robbing Peter to pay Paul

Attempts to work out a scheme for redistributing the public funds now paid out in social benefits to the 16 to 19 age group have foundered on the solid rock of the Employment Secretary's objections (page 3). Through the Youth Opportunities Programme and Unemployment Benefit, he now redistributes the money so as to reduce the sharp distinction between the treatment of those who stay on at school, and those who leave, and on robbing Peter to pay Paul: Mr Prior in this instance is fast in the role of Peter, with Messrs Carlisle and Jenkin waiting to waylay him.

The education and social services Ministers were unable to shake Mr Prior's arguments that YOP would collapse if the minimum payment were reduced. There were also obvious difficulties about a large extension of means-testing. There is already too much disquieting evidence that Work Experience on Employers' Premises (WEEP) is being used by some employers as a



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No time to feed the hand that bites you

"He has come up with an idea I hadn't heard before - ask all the foreign governments whose antiquities we look after in the British Museum, to make a contribution to their upkeep. He reckons that it could be the equivalent in the museum world of charging realistic fees to overseas students."

"Remarkable chap, that. What a brilliant notion. We could tell them to pay up or else we'll sell the goods off at auction. That would bring in a

bob or two below the line."

"Perhaps below the belt would be more accurate, sir. Dr Boyson would like to bring back Bell and Lancaster and persuade the MSC (again) to finance a million YOP places as school monitors. You only need one teacher for every 10 monitors so you could reduce the teachers' salary bill by 75 per cent. He concludes: 'Then all you have to do is bring back student-teachers, cut the teachers' training to two years, reintroduce the

and Spencer might be interested."

"Tell Number 10 we are working on a proposal along these lines, and will paper by the end of 1981. Now I must packing. Where did you put my new Mexican really dance on their last."

"There's only one snag, Secretary. There may not be time to complete."

"Why ever not, Fortescue?"

"I understand the Department of the Interior has already begun to move. Mr. reckons he could absorb all the work, with the help of only a third of the one young Minister."

"I say, Fortescue, that's a bit snooty. But this time they've overdone themselves. Tell the Minister of State Permanent Secretary to drop everything and leave. I want a reverse take-over immediately. Find the man who was Black Grant and tell him to get on with any of these other suggestions so that we could give anything up from are all, repeat all, indispensable. Now bottle of Ambre Solaire and that glass. What are the duty free regulations?"



means of recruiting cheap labour for older men and women. Their last about the extent of the substitution it's serious enough to evoke strong in a number of areas including Bedfordshire and Cornwall. Call it to the youngsters involved in reality mean making the labour not it would make no difference to the MSC pays - but psychologists point up the difference between the and those in YOP even more starkly well make it impossible to move programmes of the size needed."

(As Mark Jackson reports of London trades councils have decided to no more WEEP schemes for fear of undermining ordinary employment were to spread, the Youth Programme would soon be fit for best way of countering this move is every WEEP scheme includes an element of education and training.

So there the matter rests. It is extremely difficult to crack this one. Treasury insist that this should only be on the assumption that no additional available. In the present circumstances is nine tenths of the law and position seems unassailable. All the still must be some room for manoeuvre. The figures in the paper which Cabinet Committee are only likely must be other variants, based on schemes of redistribution which are starting point next time. The work and if Ministers don't keep this in their thinking, existing imbalances will grow less and less tolerable term, however, the Cabinet reached the only conclusion after a week after the Brixton riots would time to adopt proposals for cutting for the young unemployed.

"Revenue Estimates. The Director action taken to date would require spending less than the £131,000 from earlier budgetary discussions, but in line with the motion of the County Councils of the County Councils. However, he was not able to quantify the estimate cut from this stage."

Journal of Leicester Polytechnic

No comment

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The Brixton aftermath

Liverpool: 'It could happen here next' warns report by teachers

by Mark Jackson

An explosion of community violence is set to be triggered in Liverpool. Schools were warned this week. A report by a team of teachers and social workers said that conditions were close to those in Bristol last year.

The report, issued by the Liverpool Teachers' Association, was prepared just before last weekend's Brixton riots. It put forward the Liverpool 8 district as a likely candidate in answer to the question "where next?"

"Black and white youths in Bristol felt pressured by authority and the same can be said here," says the report. "They reacted to the pressure in Bristol and it can happen here because the pattern is similar."

The report, which has been produced as a leaflet charts the deterioration of relations between young blacks

and the police over the past few years - and condemns muggers and bag snatchers for helping to bring increased police pressure on the rest of the black community.

It accuses the local education authority of ignoring recommendations of its own working party on the necessity of giving priority to black children's needs, and says that most of the initiatives have come from other bodies.

And it attacks strongly the authority's closure last year of one of the two comprehensive serving the black community and its plan now to turn the remaining comprehensive into a single sex selective school.

The report calls for a 10 programme, including positive action under the Race Relations Act, 1976; special steps to train blacks for teaching; the

naturally some parents kept their children away."

Mr Arthur Cummings, education officer for the Lambeth division of ILEA inspected the area on Monday morning and found none of the schools affected except for lower attendance.

His office, however, in Acre Lane and several windows smashed, with others in the street.

Although the Easter holidays started on Tuesday for primary schools, most secondary schools began their week before on April 7. The Dick Shepherd school with 1200 mainly black boys and girls a few minutes walk from Raiton road, scene of much of the worst violence, was untouched.

The headmistress, Mrs Margaret Broadley was thankful that the school was not in session because it would have been difficult to hold the children's concentration, if only for lack of sleep. One of her dinner ladies who lived nearby had not slept since Friday, she said.

Relations between the home beat officers and the schools were very good according to Mr Cummings and Mrs Broadley although "one never knows what happens outside" she added.

Mr Charles Clifford, the head, said numbers were down on Monday morning, but that was understandable as "the papers said we weren't here so

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appointment of black advisors and careers officers; and the transformation of schools in the black areas into community schools.

A further section charts the growth of attacks in the past year on blacks - and on Jews - by the city's right wing and fascist groups. Merseyside's chief constable, Mr Kenneth Oxford, it says, has admitted that many incidents which they have investigated have turned out to be racially motivated.

The report warns: "In Bristol blame can be put squarely on the local politicians who despite repeated pleas and information about the situation, did nothing. In Liverpool it is time for the policymakers and those who hold the pursestrings to build a structure with care and planning and consultation."

"We are told by our leaders how civilized we are - but the people made slaves years ago, the freedom fighters of Zimbabwe and the women given virginity tests at Heathrow don't believe it."

Ns Kuya, (her father is a black Nigerian and mother is a white Liverpoolian) said she was not suggesting that white racism was deliberate or conscious, but it was a product of conditioning over many years.

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'Study the causes not symptoms of racism'

White racism is the major issue to be fought in our society, a race relations expert warned a teachers' conference this week.

Ms Dorothy Kuya, Haringey's race relations and ethnic adviser, said the situation was becoming increasingly urgent following the troubles in Bristol, Brixton, Southall and Deptford.

Addressing the annual conference of the National Association for Multi-racial Education in Birmingham, she said there was a discrepancy between the British ideal and the reality.

This week Mr William Whitelaw, the Home Secretary, had said Britain had always been a tolerant society. But the reality for the minorities was the highest unemployment and the greatest disadvantage. "They don't believe we are a tolerant society," she said.

"We are told by our leaders how civilized we are - but the people made slaves years ago, the freedom fighters of Zimbabwe and the women given virginity tests at Heathrow don't believe it."

Ns Kuya, (her father is a black Nigerian and mother is a white Liverpoolian) said she was not suggesting that white racism was deliberate or conscious, but it was a product of conditioning over many years.

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Parents can still help pay for music education says Minister

by Richard Garner

Parents can still make voluntary contributions to pay for their children's music education after the High Court ruling that charges are illegal, Mr Mark Carlisle, the Education Secretary, told the annual conference of the National Confederation of Parent Teacher Associations last week.

Mr Carlisle said he was still examining the implications of the judgement which said that it was illegal to charge for music tuition after a complaint brought by a parent against Hereford and Worcester County Council.

He said he appreciated that parents would be anxious to see an early end to the uncertainty over charges but added: "One must equally avoid rushed decisions which might do lasting damage to music education - one of the country's success stories."

He continued: "Whatever view local authorities or I come to, I ought to make it clear that the High Court

judgment, and the section of the 1944 Education Act it is concerned with, refer only to charges levied for education provided in the school.

"It does not affect the right of parents and parent-teacher associations - or indeed any other body - to make voluntary contributions towards the activities of the school, or the right of local authorities to accept these. But these contributions did not reduce the responsibility of local authorities to provide, in the words of the 1944 Act 'sufficient education'."

However, delegates to the conference made it clear they felt that the Government's cuts in education spending had gone too far and passed a motion expressing the fact they were 'thorrified at the extent of the cuts in education during the past 12 months'.

In addition, they urged the Government to scrap the assisted places scheme and urged it to allow sufficient

money to be made available to at least maintain the present standards of education.

Mr Dennis Cunningham, national chairman of the NCPTA, said: "We are extremely distressed about the effects of the education service. It is patchy throughout the country - in one area it may be dreadful, in another area not quite so bad."

"But it has got to the stage where an awful lot of parents from an awful lot of areas are worried about how the economic situation is affecting their children's education."

'Don't print exam results

The publication of schools' examination results is "unfair", Sir Ronald Gould said in his presidential address.

"Is it fair to blame teachers for bad results when some parents do not insist on their children's regular attendance, or on good behaviour, or provide them with books and papers, or interest themselves in their children's development and progress?" he asked.

Sir Ronald continued: "To be quite honest, it is unfair to regard a school's excellent examination results as wholly to the credit of the staff, when parents have done everything humanly possible to co-operate with the teachers. If the government is really concerned with quality education, let them emphasise the important role of parents."

Report calls for media unit at National Extension College

A media unit for young adults should be established at the National Extension College, says a report out this week.

Its role would be to help with young adult broadcasting projects round the country including tasks which the broadcasters are unable to do for themselves. The main source of funds would be the Manpower Services Commission with additional help from the

DES, broadcasting organizations and some commercial contracts.

The report follows a study, *Broadcasting and Youth*, published in 1979 which recommended the establishment of a young adult unit. An enquiry into the feasibility by Mr Peter Mendelson, chairman of the British Youth Council, led to the latest report, *Young People and Broadcasting*, published by the Gulbenkian Foundation.

TES survey of budget plans in 21 largest l.e.a.s by Sarah Bayliss. Research by Lois Rodgers

Sample shows 5,500 teachers' jobs will go this year

More than 5,500 teachers' posts will disappear from the pay rolls of the 21 largest education authorities in England and Wales in the new financial year, according to a survey conducted by the TES. None of the authorities questioned expects to sack teachers; education reckon that redeployment, natural wastage and early retirement can still produce the reductions required.

The survey found that the education budgets recently fixed for 1981-82 would produce cuts worth 2.4 per cent in the sample of English and Welsh counties, 0.8 per cent in the sample of big towns and cities and 2.7 per cent in the sample of London boroughs, including the Inner London Education Authority.

Rate rises vary widely between authorities, as previous national surveys have shown. The figures quoted for the counties represent the increases in county precept; if local district councils have planned a rise the final bill to householders will be higher than the figures quoted here. Nevertheless the counties, which all face elections next month, show relatively low increases averaging 0.5 per cent. Metropolitan districts in the sample average a 3.3 per cent rate rise - a fact which many put down to the recent loss in rate support grant through block grant. The Outer London boroughs show an average rise of 2.4 per cent.

The survey questioned eight English counties, two Welsh counties, six metropolitan districts, four outer London boroughs, plus the Inner London Education Authority. Within their categories these education authorities are the largest by virtue of having the most children at school.

The survey found a high proportion of authorities at risk from penalties from Mr Michael Heseltine, the Environment Secretary. No authority was found to be within the two tests being applied: the volume target of 5.5 per cent below the output in 1978-79, and the Grant Related Expenditure figure (GRE) which is central to block grant. Both these tests could come into play if Mr Heseltine sets about judging "over-spenders".

Authorities were asked how their education budgets compared with the education GREs which the Govern-

ment has published. The general response was that authorities have not used these specific figures in determining budgets - nor do they wish to observe them as a guide in the future. Very few authorities could tell us how with budgets.

The most striking fact gleaned in the survey is that 5,500 fewer teachers' jobs will exist by April 1982. In every case the reduction is being made in relation to falling pupil numbers. One fifth of the sample revealed that they planned to cut back more than falling rolls implied and to actually worsen the current pupil-teacher ratio. These authorities were Hampshire, Lancashire, Mid-Glamorgan and Birmingham.

Four authorities plan to improve their pupil-teacher ratios, keeping staff on to protect the curriculum. These are Herefordshire, Kent, Nottinghamshire and Bromley. The remaining half of the sample will reduce teacher numbers as far as they can, while maintaining the pupil-teacher ratio.

Lancashire, which intends to cut the most jobs in the next 12 months, is reducing by 339 posts in line with falling rolls and 180 on account of an alteration in secondary school staffing. The staff ratio for 11 to 16-year-olds will worsen from 1:17.5 to 1:18. The county does not expect to sack teachers; the finance sub-committee has granted £750,000 so that the 180

'Malicious' Tory policy attacked

The present Tory government is either the most incompetent administration or most malicious towards state education for decades, Mr Tony Mitchell, the chairman of the Campaign for the Advancement of State Education, said at his organization's annual conference at the weekend.

He added: "Would it be the same if the Minister himself had been educated in the State sector or sent his children to state schools? I still think it would be a good thing if we had a Minister who had the interests of state education at heart."

However, Mr Mitchell reminded the audience that the Advisory Committee on Education had had cause to complain of the Labour Party, complaining of the lack of presence of their MPs in the debate in the Commons on a recently published HMI inspection report.

More effort to improve "unpopular" schools needed

Parental choice "is a fraud if it is only a means by which grossly inadequate resources are shared out," says a policy document from CASE. "It is a particularly cruel fraud when one remembers that it is the child who suffers from his parents' weak position as choosers."

"Too much emphasis on choice, pursued to the point where we don't campaign hard enough to make all schools better and more open to parental influence, and especially to improve the schools which don't get chosen, will lead back to selection."

CASE suggests local education authorities should have the right to "manage" population changes by right admission limits. Adding more pupils to a school would mean that if schools with confidence were inspected and the results promptly remedied.

"This would be a protection against the wayward whims of fashion, rumour and prejudice as a protection for the public against the abuse of a necessary but dangerous power given to the authorities."

School leavers urged to keep studying

Every fifth former in inner London is being sent a free booklet by the Inner London Education Authority giving advice on post 16 educational opportunities.

The booklet entitled "What Next?" discussed the options of getting a job, staying at school or going to college, and tries to encourage pupils to stay in education.

The ILEA have also sent another booklet "Signpost" to pupils of courses at LEA polytechnics and FE colleges. It 50 pages.

● Surrey careers service held a "in" at Surrey University for sixth formers on the range of courses on offer next year.

NAS/UWT at Brighton

New pay plan could bridge gap

by Bert Lodge

An emergency motion which will open debating at the annual conference of the National Association of Schoolmasters - Union of Women Teachers at Brighton next week may not be solely about Burnham salary negotiations, as delegates have been told to expect.

A surprise meeting last Monday between the NAS/UWT and the NUT - the two biggest teacher unions and both affiliated to the TUC - may put a bit more breadth into a resolution delegates were resigned to being not much more than a lament for the gradual departure of Houghton relatives from teacher's pay.

"I reckon there's a 70-30 chance that something could come out of it," Mr Terry Casey, general secretary of the NAS/UWT, said before the meeting. "After all, we and the NUT have to live in the same world."

The meeting was at the TUC headquarters. Mr Casey hinted that for a long time the TUC had found the divisions between its two main teacher unions - NAS/UWT and NUT - irritating and embarrassing.

Mr Casey's solution is for teachers to be regarded as "cousins of the civil service". He would like to see Burnham replaced by something like the Whitley council, the negotiating body for civil servants. "We want pay and conditions of service all in the pot together. Another thing, the Whitley council is not dominated by one union."

"The Secretary of State, Mr Carlisle, wants a new Act to replace the Remuneration of Teachers Act. Together we can challenge him and if the NAS/UWT and the NUT can agree the other unions will follow."

NUT at Eastbourne

No school teachers sacked this year thanks to union - says Jarvis

by Richard Garner

Delegates arriving at Eastbourne for the National Union of Teachers' annual conference may well be heaving a sigh of relief that none of their colleagues has been declared compulsorily redundant during the past 12 months.

"A year ago, I wouldn't have rated our chances of avoiding that very highly," Mr Fred Jarvis, the NUT's general secretary admitted this week.

Mr Jarvis cites this as one of the union's major successes during the past year of fighting cuts upon cuts in the education service - although there are those who would dispute that and will dispute that over the Easter weekend.

To a large extent, the union's record of fighting the cuts will be in the background during any consideration of the decision to bar six of its members in Lambeth from holding union office for up to two and a half years for allegedly inciting unofficial industrial action - or, as they would maintain, fighting the cuts too hard.

The union's appeals committee, comprising members of the executive, has upheld the decision and officers of the union agree that, under union rules, that decision is final and cannot be changed by anything that happens at the annual conference.

In a circular to local members, the NUT says it is ready to sanction action against education cuts, adding: "The argument in propaganda sheets being circulated by various ultra left-wing political groups that the union should fight the cuts and not its own members is, therefore, wholly spurious."

"Attempts have been made to involve branches of the Labour party in this matter. The union takes the view that the disciplinary action taken is essentially an internal union matter and that the Labour party and any other outside body has no standing in the matter whatsoever."

However, a crucial paragraph says: "There has been no call from the Inner London Teachers' Association for the executive to sanction action against the Inner London Education Authority. The reason is clear: the ILEA has done more to try to protect its schools against the Government's cuts than almost any other local authority in the country."

Clearly, the NUT leadership believes that authorities trying their hardest to avoid the impact of cuts should be encouraged and escape action while the demonstration they supported was against cuts in the rate support grant allocation for Inner London and was therefore an opportunity for NUT members to support other unions in fighting Government cuts which will undoubtedly affect the quality of services in Inner London.

To recap, the six, who include Inner London executive committee members, Mr Dick North, have been disciplined over a resolution urging support for the day of action in Lambeth against the cuts. Mr North has been suspended from the union for 12 months and barred from holding office for a further 18 months. The other five are suspended for six months and the suspensions will only be lifted if the six give a "satisfactory" undertaking in future to abide by the rules of the union in future.

The six plan to press for an emergency debate to discuss the issue - although union leaders argue that nothing can now override the decision that has been taken. If they fail to get this, they will then try to intervene during a debate on "democracy in the union".

Perhaps the irony of the situation is that - whereas last year the major protests at the cuts were levelled at Mr Mark Carlisle, the Education Secretary -



Surrey head is new president

Incoming president of the National Association of Schoolmasters/Union of Women Teachers is Mr Alan Poole, head of Western Middle School, Mitcham, Surrey. At 59 he has been a head for 26 years. A Lincolnshire man and wartime glider pilot, Mr Poole entered teaching after the war. "I was emergency trained - like Terry," he says, in a reference to the general secretary.

A member of the Executive for 11 years, Mr Poole is known as a strong opponent of any attempt by employers to lay down time and motion definitions of the teacher's day.



Ex-actor waits in wings

A classroom teacher will step into the centre of the stage at the National Union of Teachers' annual conference this weekend.

For Mr Jack Chambers, the incoming president of the union, aged 59, will be the first non-head teacher to become president for several years.

He feels he has been waiting in the wings for the past year since he has spent it as the union's senior vice-president - as is customary in the union. However, he is no stranger to that position since he worked as an actor before being called up for military service, playing "bit parts" in several films alongside Alfre Bass and Bill Owen at the Unity Theatre.

"After lying fallow for twelve months, I am ready and more than willing to espouse those aspects of education which I think are crucial for the future of the education service," he said. "I am talking about vocational preparation, careers education and curriculum development."

Mr Chambers is head of Integrative Studies at Regents Park Secondary School, Southampton, and he has been a member of the union's executive since 1969. He is also chairman of the secondary curriculum committee of the Schools Council.



The year in focus

Above: At last year's NUT Conference, Mr Mark Carlisle, the Education Secretary, was given one of the roughest receptions a Secretary of State has received at a teachers' union conference.

Right: Mrs Eileen Crobble the Nottinghamshire nursery teacher, who is still without a job after being dismissed by the county council for refusing to teach in a classroom she considered unsafe without enough assistants. The union is continuing its campaign for her reinstatement.

'Agony aunts' for children's sex problems from family planning organization

A family planning organization is to use newspaper "agony column" techniques to help school children learn about sex and contraception.

Brook Advisory Centres have published a new contraception teaching pack for schools aimed at encouraging teachers and pupils to discuss love, responsibility and relationships - both with the opposite sex and parents.

The agony auntie has no name, but her postbag includes a letter from

14-year-old Rachel who is worried about her periods, and 17-year-old Colin who is worried because of his girlfriend's lack of affection.

Brook Advisory Centres said the pack, which will be sold to schools for £5, had two main aims:

- To help teachers in discussing attitudes to sexual and emotional relationships as well as providing biological facts.
- To encourage students to understand

stand contraception in the context of responsibility to themselves, their partners and their families.

Mrs Grace Lathwaite-Williams, the centres' education and publications officer, said it was hoped a future pack would cover sexually transmitted diseases like VD. She did not think most teenage children were ignorant about sex, but said the centres had found a lot of children were ill-informed or misinformed about sex and contraception.

Fall of 35% among overseas students

A 35 per cent fall in the number of overseas students seeking places in British universities next autumn was reported last week.

The drop reflects the full effect of the Government's policy to make overseas students pay the full cost of their tuition.

Over the past two years the number of applications has fallen by more than half.

Final figures of applications for university places next October are published by the Universities Central Council on Admission, which operates a system of clearing house system. But while there is a drop of over 7,000 applications from overseas from

20,528 to 13,292, home numbers have increased 4 per cent and the total number of applications is down by only 1 per cent - less than 1,000.

UCCA says the March 31 total of applications is 162,925.

Home applications at 149,633 compared with last year's total of 143,312.

Overseas applications for economics, business management and sociology show drops of 30 per cent.

Subjects which have attracted big increases in applications from home students include accountancy, up 14 per cent; dentistry, up 16 per cent; geology, up 17 per cent and computing which shows the biggest increase in home applications, of 24 per cent.

Alan McGregor on why Switzerland's young people are in simmering rebellion 'Complacent' society erupts in violence

GENEVA: "It couldn't happen here" is how most Swiss would have reacted, derisively, a year ago to conjecture that Zurich, their principal city and world-renowned financial centre, might shortly experience street skirmishes and orgies of window-smashing, accompanied by occasional looting.

That it did, with associated, though lesser, disorders in Basel, Bern, Lausanne and Lucerne - Geneva being still the outstanding exception - is regarded by many as at least partly attributable to ham-handedness on the part of the Zurich bourgeoisie.

In particular, their police, perspiring in fatigues and riot helmets, who have so frequently been wrenched from their Saturday-night television to chase youthful "guerillas" through the area of the Bahnhofstrasse, one of Europe's most elegant shopping streets, and around the back alleys of the old town.

By a mixture of luck and vestigial restraint, the only fatalities as yet have been a police inspector who died of a heart attack and a girl, claimed to be a member of the "Movement", as the dissident youth groups describe themselves collectively, who immolated herself at a tram station. The police have claimed she was mentally unstable.

Insurance companies, who thus far have paid up without hesitation, put material damage over the 10 months at about £1.6m. A community as affluent as Zurich can take this with only a slight grimace - the city is currently spending £14.5m on refurbishing the century-old Opera House.

In fact the announcement of the city's intention to do this led last May to the first protests from the "Movement" which had been seeking more

modest municipality support for its "autonomous" youth centre for "alternative culture".

The young protesters are nothing if not heterogeneous: students, anarchists, punks, all variants of unsettled youth, some from solidly middle-class families, others "schlüsselkinder", or latch-key children. There are also some odd-jobbers or unemployed youth, although Switzerland's unemployment rate, partly as a result of shedding foreign workers, is a mere 0.2 per cent.

Their general aim is to be left to do their own thing. The conspicuous thread of protest linking them with their counterparts in the other Swiss cities, and elsewhere in Europe, West Germany in particular, is a common reaction to the shortage of accommodation for young couples.

Most flats cost more than £290 a month and some buildings that would have offered cheaper accommodation are standing empty pending demolition and replacement by new blocks providing higher return on investment. To keep out squatters landlords have resorted to cementing up front doors the moment a departing tenant steps out.

Apart from that, the main source of protest is the generally complacent Swiss society, where any determined non-conformist is liable to be regarded with suspicion, or even hostility.

Only seven per cent of young people go to university. Other young Swiss, plodding through their military service, which is obligatory from the age of 20, can easily come to regard existence as altogether too predictable. The youthful dissidents are inevitably



Street violence in Lausanne: riot police break up a demonstration in support of a youth centre.

ably an irritant in a steadily ageing, staid society, which on the whole "itches to give them a good slapping". Even their immediate elders, comfortably set-up on the proceeds of two boom decades, show scant sympathy, with the exception of a few earnest intellectuals, mainly sociologists, psychologists and biologists, who like to see the "Movement" as a symptom of vigour and renewal.

However there has been a wider measure of support for the "Movement's" protest at the size of expenditure on the Opera House. When citizens were asked to approve the plan only 53,279 voted for it, while 45,482 voted against the scheme.

Elsewhere criticism is, on the whole, less harsh, with local authorities remaining cool. Baselers, for instance, point out that psychology courses have

featured in police training for the past 10 years.

As a result of patient endeavour by the Protestant and Roman Catholic churches in conjunction with the Protestant Youth Foundation, the autonomous centre, a former municipal depot in the Limmatstrasse from which the "Movement" was ejected by police last September, has been made available by the city for improvements.

The authorities have also expressed willingness to be 'more flexible' provided the centre remains within the norm of the law - a matter obviously of interpretation. The question now is whether the more constructive majority can resist being manipulated by the noisy few hundred undoubtedly disposed to violence.

Australia/Bill Purvis

Report urges closure of fees loophole

SYDNEY Significant changes in the way government money is allocated to private schools in Australia are proposed in a report of the Australian Schools Council, tabled in the federal parliament.

The system of allocating public funds to private schools has long been a major area of conflict in Australian education.

The report recommends a change in the present funding system to reduce opportunities for private schools to claim government funds unfairly. The present system classifies private schools into six groups, according to what each school spends on running costs.

Critics of this method say the schools which charge high fees can spend their money on such things as squash courts and magnificent science laboratories and then cry "poor" to qualify for higher federal subsidies in their running costs.

Under the new recommendation the present six groups would be compressed to three. Federal subsidies would be based on a complex formula of "the hard costs", and schools in the three groups would receive either 20, 30 or 40 per cent of these costs.

(Private schools also receive a minimum 20 per cent subsidy from the governments which have the responsibility for education systems under the Australian constitution.)

The 500-page report looks at the future funding of both government and private schools until 1984, and recommends increased federal spending of 10 per cent. This would mean an education budget increase from \$A2.5bn (£435m) this year to \$A978 in 1984.

The \$A151m increase would be split by allocating \$A78m to government schools, \$A66m to private schools, and \$A7m to joint programmes.

A breakdown of these suggested allocations shows that while government schools would be spending the bulk of their increase on updating facilities and opening new schools, areas of population growth, private schools would get very little increase in capital grants, but a large rise in recurrent grants.

The report turns from funding to urge a devolution of decision-making about schools and comments that school improvement committees consisting of parents, teachers and pupils be set up in each state.

It also says that many schools cannot cater adequately to the ever more complex needs of a widening range of students, and calls for a complete reappraisal of the approach to the compulsory years of schooling.

Critics of the report, who include the Australian Teachers' Federation which represents teachers in government schools, say it simply underlines federal government's policy of allowing private schools to attract an increasing proportion of public funds.

Zimbabwe/Stephen Taylor

Whites protest strongly as Mugabe moves on community schools

SALISBURY: Zimbabwe's Education Amendment Bill, designed to abolish the protected white community schools, appears likely to be approved shortly, after turbulent readings in Parliament and its initial rejection by the Senate on legal grounds.

Since the new nation came to independence a year ago the Government has been determined to absorb community schools, which it sees as bastions of racism and privilege, into the restructured education system.

The community schools, 41 primary and eight secondary, were set up in 1978 during the transitional administration of Bishop Abel Muzorewa by white parents concerned by the effects they believed that majority rule would have on education.

Parents' associations 'bought' the schools, in many cases for fairly nominal sums, and were permitted to run them for the children of their community provided they did not turn pupils away solely on the grounds of race.

In practice, a number of schools have admitted only a few black children and the schools have consistently come under fire from nationalists as a covert form of racism.

What has particularly irked the Government is the fact that while parents' associations are responsible for the maintenance of school property, teachers' pay and grants for certain facilities that the Government is obliged to make under present legislation come out of public funds.

Earlier this year the Government embarked on a highly ambitious education programme, the main element of which was to provide a secondary school place for every pupil qualifying for post-primary school. As a result the intake for the first year of

secondary school increased from 20,000 last year to about 90,000.

To meet the need for classroom places for the new pupils the Department of Education introduced "hot seat" learning whereby every available classroom at government schools is used for morning and afternoon shifts.

After a chaotic start to the term the system is settling down but the severe

shortage of secondary school facilities means that primary schools are being used by secondary pupils in the afternoons.

Amid this revolution in education, community schools have been unaffected and while whites have been vociferous in their opposition to suggestions that the community schools be abolished the Government is determined that the excellent facilities at community schools should be available for wider use.

In February Mr Dzvingai Mutumbuka, the Minister of Education and Culture, set down the Education Amendment Bill for its first reading in the House of Assembly.

The Rhodesian Front Party responded by warning of a white exodus from the country and stating that it would challenge the Bill in court as an infringement of the declaration of rights in the Constitution drawn up at Lancaster House.

Mr Mutumbuka retorted that the Government could not allow formerly public property to be used for only a small section of the population.

After stormy debates in the House of Assembly the Bill was passed at its third reading but on being sent to the Senate it was rejected, in its drafted form, on the grounds invoked by the Rhodesian Front.

The Bill has since been redrafted and passed by the Senate and will go back to the House of Assembly after Parliament reopens later this month. Although debate is likely to be no less heated then, it will be approved relatively swiftly.

Mr Mutumbuka has not made it clear when the Government plans to take over the community schools but it seems unlikely that there will be any radical change before the end of the present school year.



Some schools have admitted only a few black pupils. Critics say they are a covert form of racism.

Peru/Victoria Neumark

Law fails to tackle 'grim realities'

LIMA: A teachers' conference last week, organized by the militant Peruvian teachers' union, SUTEP, marked a fresh salvo in the battle between the Maoist-led union, bloody but unbowed from protracted strikes in 1978 and 1979, and the government of Belaunde Terry, recently re-elected after 12 years of military rule.

The symposium looked at a proposed new law on education and culture in the light of the grim educational realities of Peru.

This proposed legislation has its roots in history. The so-called "revolutionary" military regime, which took over from Belaunde Terry's previous government in 1968 imposed a series of reforms on Peruvian society. Its educational reform, embodied in a 1972 law, was based on the East German school system, and outlined all kinds of lofty aims including special training for science students, non-Spanish speakers, and the handicapped.

The framers of the present law claim that by restructuring the primary and secondary schools, and by introducing Peruvian history, geography and "civic-patriotism" they are merely anchoring the ideals of this reform in the soil of Peruvian reality.

But this soil is likely to be extremely hostile to an eastern European style of educational growth. Although the official literacy rate is 70 per cent, most children in rural areas - where half the population lives - attend school for no more than a year. The literacy rate among women in such areas is less than half that of men.

Officially there are more than 28,000 schools and more than 127,000 teachers for more than five million pupils. This works out at a teacher for every 31 pupils and a school for every 185 pupils.

In reality, as a recent Ministry of Education survey shows, at least half the schools are in such bad condition they are virtually unusable, many being no more than a heap of stones (once buildings are destroyed by fire, earthquake or structural defect there is no money for rebuilding). Most classes,

have more than 60 pupils, and 60 per cent of teachers have no qualification other than having completed high school.

Add to this a total absence of school furniture, science equipment and PE equipment, and it is possible to appreciate exactly why the proposed legislation calls for parents to contribute to school funds.

In addition, half the Peruvian workforce has no steady employment, annual inflation is 60 per cent, and even the best state schools can only hope to see two or three per cent of their graduates find work. A drop out rate of "only" 10 per cent in these top schools is considered good. Then too, as one teacher said, "you must consider the inadequate nutrition at home, which prevents many students appreciating school."

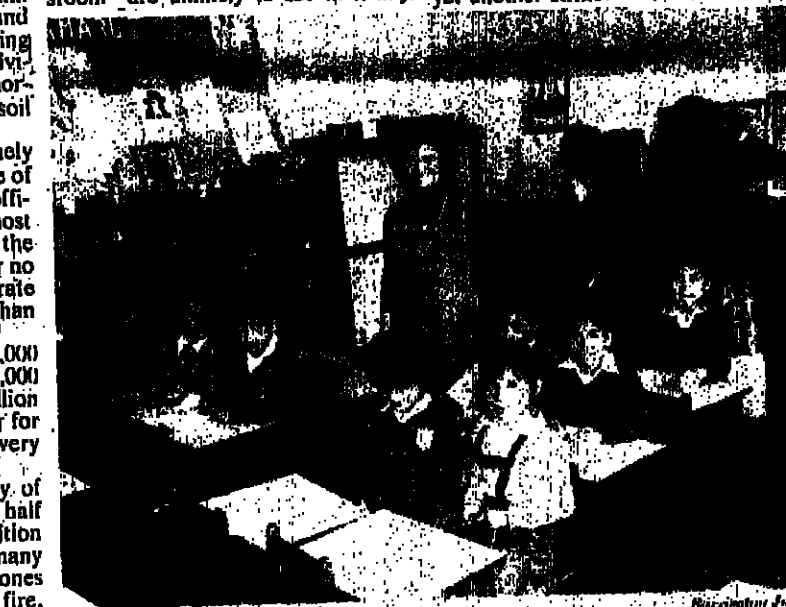
Even those who would not agree with the teachers' union that the projected law is a blueprint for the ideological penetration of the classroom are unlikely to see it any

realistic attempt to tackle these fundamental problems.

The civil servants at the Education Ministry, responsible for drafting legislation, owe their appointments to their allegiance to the ruling Acción Popular Party. It is this party, under Prime Minister Manuel Elías, which has cut the education budget drastically and given the difference to the armed forces.

As a result of this chronic underfunding, teachers in Peru earn about \$90 a month after 15 years' service, and have no hope of a rise this year. Further proposed legislation may outlaw both the union and the teachers' right to strike, as well as forbidding the teaching of "material deemed subversive to the state". In addition, it may increase the weekly workload on teachers with more compulsory hours of "civic-patriotism".

The leaders of SUTEP say they recognize no difference between "the dictator with a uniform and the dictator with a tie" and say they are ready to call yet another strike.



Teaching in Peru - and earning \$90 a month after 15 years' service.

Mexico/Emil Zubry

Budget rise not enough

MEXICO CITY: Mexico's education budget for 1981 has gone up by 40 per cent, but is still not enough to tackle the country's desperate problems, according to Senator Fernando Solana Morales, the Education Minister.

He pointed out that only one in three Mexicans has access to education, and that this in turn is a major cause of the country's slow economic progress.

This year Mexico plans to spend about £3.6b on education, more than £1b more than last year. This figure excludes money to be spent on higher education, which has a separate budget.

But education still only gets about five per cent of the gross national product, far below the eight per cent recommended by Unesco as a suitable

target for developing countries attempting to cover their minimum educational needs.

In addition the country's population is growing rapidly. Officially this growth is put at 2.9 per cent, but many people believe it is higher. More than 60 million Mexicans live under 24, making a school-age population of about 40 million. Inflation has increased educational costs by about 30 to 40 per cent in the last year.

Major problems facing the education system include a shortage of classrooms, a backlog of teachers' salaries to be paid, and lagging literacy programmes. Senator Morales said he hoped progress could be made in this latter field of adult education "to make up for lost time".

Absalam Ndhiranga on Kenya's primary struggle Figures paint false picture

NAIROBI: Kenya spends 30 per cent of its national income on education and also channels considerable amounts of aid funds into schools. Seventy per cent of the education budget is spent on primary schooling, and about 86 per cent of primary school age children are said to go to school.

But figures can be deceptive, and Kenya is still very far from achieving universal primary education.

Recent government figures show wide variations in school attendance between the provinces. The only areas where attendance nears 100 per cent are the rich farming areas which grow the country's cash crops.

The provinces occupied by pastoralists and nomads lag far behind. Efforts are now being made to force the nomadic Maasai to send their children to school, but tribal traditions means these are strongly resisted. Similar moves are planned for the Samburu people, who inhabit the arid north-west of the country but are likely to be resisted in the same way.

School attendance is also low in the north-east of the country, and in the coastal province where many pupils turn their backs on school for the lucrative freelance trade of showing

rich German and American tourists around the local sights.

In the cities figures also remain low. Although some of the best facilities are found in the urban area, few of the children from the sprawling slum areas go to school.

These geographical differences are also reflected in secondary school numbers, and in who goes on to university. As a result tribal differences tend to be reinforced, and the position of the Luo and the Kikuyu (who inhabit the richer areas) at the top of Kenya's intellectual tree, to be more firmly entrenched.

But a major stumbling block to educational expansion is the chronic shortage of teachers. Thirty five per cent of all primary teachers are untrained, and may have only a very low level of education. The Government, with the help of the World Bank, has embarked on a crash training programme but sources say it is unlikely that Kenya can hope for a fully trained primary teacher force before the end of the century at the very earliest.

At the secondary level the problem is partly solved by recruiting teachers from Britain, India, Bangladesh and Pakistan.

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Letters

Making 'family education' attractive to boys

Sir, - I was most interested to read the article by Liz Heron in *The TES*, March 13, headed "Where have all the fathers gone?"

The debate continues about the advisability of having "family education" and "life skills" as part of the core curriculum in schools (in some it already is). Meanwhile, schools have a number of courses to choose from to suit different types of pupils with various needs.

Miss Heron mentions several courses taking place in schools and cites the work of James Cowley and Hazel Daniels of the Open University inset section which "shows that the subject is on the upsurge".

We offer five courses for study and our syllabuses say that the basic course is about "Child care and human development; for girls, boys, mixed classes, mature students and individuals; in schools, colleges, clubs; or any other groups" and that our General Courses are "A progressive series of courses in the care of children, and human development, for senior pupils and students". With these courses we hope to, and do, attract a wide variety of pupils. We cater for the less able and the average in schools. (We also do a training course, mostly in colleges.)

With regard to the question of boys, we are well aware of the problems of attracting them to such courses, but some we have. In order to make the courses more attractive to boys we have, for instance, changed our nomenclature so that they now read NCMCW family and community studies (the full name of the Association being spelled out in small type at the bottom). We also encourage mixed classes to adapt the courses in order to meet the special needs of boys.

You quote recent CSE examination questions, biased towards girls. When setting our examination questions we are always aware of the boys and girls taking the examinations and questions are couched in suitable terms.

We hope, in our courses, to cover the total needs of children and adults: life skills, attitudes towards children, relationships etc. and to encourage consideration of behaviour (an awareness of

choice and self-understanding). We feel that it is important that pupils should be able to adapt what they learn through the course to their own lifestyles.

I trust your readers will be interested to hear of one association that sets out to offer wide-ranging courses, directed at all who are interested in child development, personal relationships and all aspects related to family life (be it a nuclear family, an extended family or a one-parent family).

Anyone interested in knowing more about our work can write to this address:

I.M. LEVER
Education department
National Association for
Maternal and Child Welfare,
1 South Audley Street,
London W1Y 6JS.

Sir, - Child care courses in schools (March 13) Liz Heron, in her interesting review of this topic, rightly devoted considerable space to the Open University's Education for Family Life Project.

However, it is unfortunate that she omitted to mention that this is a project wholly funded by the Health Education Council. HEC's contribution included the selection of the project director on the basis of his previous work for us; chairmanship of the steering committee; and extensive support at officer level, as one might expect for a joint project of such considerable value.

D.J. REID
Assistant Director, Schools, The
Health Education Council, 78 New
Oxford Street, London WC1.

Sir - I am writing in reference to the article on Child Care and Development by Liz Heron, "where have all the fathers gone?" (March 13).

When Miss Heron came to see me at Paddington College at the end of last year, I was aware and sensitive to the fact that there were probably certain aspects of this subject about which our views differed, and that perhaps, had she been in my position, a different approach may have been taken.

The position of a journalist is to give

an accurate account of interviews made and situations visited in relation to a specific topic; NOT to implement their own particular ideas.

To speak of the pupils exchanging looks of "sour amusement" from someone who could, from the back of the classroom, only see 15 backs, when the importance of the new-born baby looking pink was mentioned, was not only completely untrue, but shows a total ignorance to the content of the lesson. Reference was being made to the oxygen requirements of the newborn baby, not any comment surrounding racial discrimination. Similarly, her comment on the usage of pink and blue identity bands was totally uncalled for, and can gain no respect, in the light of the fact that these are the accepted colours relating to gender, not race. The pupils were certainly aware of the implications and facts that I was presenting.

I was also very careful to point out to Miss Heron that the school that I had been teaching in prior to my post at Paddington, was an independent girls' school, and the Mode III CSE examination requirements, related specifically to the school and the particular pupils being taught there. The Oxford O level paper, on a two-year trial basis was also related only to two schools. From which the particular pupils who had been entered for the O level were all girls. Had the candidates included boys, the papers would obviously have read differently. Indeed, this very point has already been discussed prior to the preparation of nationalising the subject as a Mode I examination.

I was very careful to stress to Miss Heron the importance that I felt fathers are to the normal development of their child, and the deprivation that could result in situations where there is no father. Never have I felt or thought the mother's role dominated that of the father. The roles of each are very different in some ways, but both of extreme importance and both needed. I also explained to Miss Heron the differences that I had found in teaching at Paddington to my six years experience at Palmers Green. The family

backgrounds of the children were extremely different, and this had understandably resulted in the children having very different attitudes to some aspects of child care and child development, but this was not to say that the pupils at Paddington were "less aware" of the needs of children, to those at Palmers Green.

Both the boys and girls had responded with enthusiasm and trust, and we were all able to respect differences of opinion if and when they arose. They had not only confided and said that this was their favourite lesson of the week, but were eager to participate and work in a way that I found most commendable as well as encouraging, particularly as some of the pupils had known little success in any other field.

GILLIAN V. SILVER,
13 Woodgrange Garden,
Bush Hill Park,
Enfield, Middlesex.

LIZ HERON REPLIES: My article pointed out that teaching in this area is rife with questionable assumptions about what is "normal". Ms Silver's lesson was illustrative of this. Her choice of words in describing how to check oxygen requirements at birth was no doubt unthinking - though she student repeated use of it despite one student's comment. It was nonetheless insensitive and typified the apparently rigid viewpoint that informed the lesson. Ms Silver misses the point of my reference to the classic pink and blue colour coding by gender, perhaps because she sees nothing gendered in culturally imposed gender distinctions. Her students' reactions to these and other remarks also seem to have escaped her. I was certainly well enough placed to observe a large part of them, and had more than a back view, as she must realize.

The argument that examination papers are designed for female candidates and therefore justify an emphasis on the centrality of the mother's role is perplexing. Why need there be any distinction between papers taken by boys and girls, unless bias or discrimination is being promoted?

through new curriculum materials, and through teachers using their own imagination and experience. We are at present working with local teachers, in our OERD Technology Research Project, to see how technology can be introduced into science and craft lessons for 11-13 year olds, others are developing technological inputs into different areas. Such efforts are not helped by unnecessary and ill-informed sniping at technology.

If we in science education continue to fight to maintain our pure sciences and suppress the additional dimensions that technology can give, we will further our subjects and make them as irrelevant and useless to the lives of our pupils as *The Times* crossword - and that is not what John Heaney, or we, would want.

R. T. ALLSOP and **BRIAN B. WOOLNOUGH**,
Department of Educational Studies,
13 Northam Gardens,
Oxford.

Army manoeuvre
Sir, - Professor Eysenck believes that I have done him an injustice in my review of his contribution to "Intelligence: The Battle for the Mind" (March 6). In estimating the heritability of IQ from studies of identical twins brought up apart, he made a small adjustment of 10 per cent to take into account the fact that the twins had not been brought up in randomly selected environments. I doubted whether there was any valid reason for picking this particular figure and suggested other estimates of heritability derived from other kinds of study. Professor Eysenck insists that there were good

reasons behind the choice of 10 per cent, spelled out in an extended argument in his recent textbook.

What are these reasons? The extended argument amounts to one paragraph, and two reasons: first, that an adjustment of this order gives results consistent with estimates of heritability derived from other sources; secondly, that the environmental resemblance of the twins "should not exceed that of ordinary cousins". Studies of cousins typically find a correlation in the region of 0.2. No references are cited to support this assertion, which is not surprising, since the only data published since 1933 are those of Sir Cyril Burt. I like it we can argue that Burt's data can be relied upon. We have no good reason, therefore, to believe that the correlation between cousins' IQs is fact 0.2.

But even if we did, how would we justify a 10 per cent adjustment to a correlation obtained from the twins? Why not 20 per cent? Because cousins are genetically related? But that is presumably begging the question, because the environments of cousins are more similar than those of the separated twins? But how does Professor Eysenck know this? In the last documented study of separated twins that of Shields, there are examples of twins not separated until they were 9 years old, others separated at age 6 but soon reunited, some who went to the same school, and others who played truant together from the same school. It is clear that many of the separated twins shared similar environments. I do not know what degree to which cousins share their environment; nor, I suspect, Professor Eysenck.

Thus to pluck the figure of 10 per cent out of the air as an appropriate adjustment is at best an act of faith, a worst attempt to lend spurious numerical dignity to a vague impression. I do not claim that the number is incorrect, for that would imply that we know what the correct adjustment is. My point was, and remains, that we have no idea.

N.J. MACKINTOSH,
Experimental psychology, Sussex
University.

Period piece
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N.J. MACKINTOSH,
Experimental psychology, Sussex
University.

L.e.a's 'rough justice' to art

Sir, - The present round of economies has resulted in some very rough justice being administered in the name of rationalization. We would like to draw your attention to what appears to be a particularly distasteful example of this in the treatment of Mr Keith Gentile by the Kirklees education authority.

Last year, Kirklees decided to cut their advisory service by approximately 50 per cent. While we do not question the need for L.e.a.s to make drastic decisions of this kind - much as we regret them - this exercise has led to what we consider to be a considerable injustice in Mr Gentile's case.

Before moving to Kirklees as a senior adviser and with responsibilities for art education, Keith Gentile was art adviser to the West Riding Authority and was also one of the research officers for the Schools Council Project "Art Education 8 to 13". Since his appointment to Kirklees, he has been largely responsible for organizing the exhibition "Learning Through Drawing" which has toured nationally and in Europe and which has made a significant contribution to the development of

in-service work in art education. He is widely regarded as being one of the leading art educators in this country and is in considerable demand as lecturer and tutor to in-service courses and conferences for teachers. He is currently secretary to the Association of Art Advisers.

In their reconstructed advisory service, Kirklees included one post for an art/primary adviser. Much to the concern of his colleagues in art education, Mr Gentile was not appointed to this post - nor has he ever received from his L.e.a. a proper explanation as to why he was not appointed to a post for which he is by ability and experience most notably qualified.

Mr Gentile has been redeployed by his L.e.a. to be warden of a small residential centre. In these circumstances he is not naturally instituting grievance procedures against Kirklees and his case was to have been heard in Huddersfield on March 16. Both the chairman of the Schools Council Art Committee and of the Society for Education Through Art were called to give evidence on his behalf, as were four head

teachers of some reputation within Kirklees. To the astonishment and anger of all those who had travelled to Huddersfield to speak for him, the personnel and resources committee of Kirklees decided that Mr Gentile had no case and refused to give any hearing to those who had come to give evidence on his behalf.

As this appears to be a classic example of an L.e.a. acting as both judge and jury and thus denying both hearing and justice to a man to whom many advisers and hundreds of teachers have cause to be grateful for the understanding and commitment that he has brought to their work, we wish to make this public protest on his behalf.

ROBERT CLEMENT,
Chairman,
Society for Education Through Art.

ERNEST GOODMAN,
Chairman,
Schools Council Art Committee.

JOHN THIRLWALL,
Chairman,
Association of Art Advisers.

Service industry

Sir, - In view of the suggestions as to the likely form of any Ministry of Defence provision for the Young Unemployed in your March 20 issue and the front page report on my vote at the National Youth Bureau Council in the previous week (March 13), I would like to make clear the point that I made at the council. I said at the meeting that I felt that the armed services could provide useful skill training and/or personal development and self-reliance (much the sort of thing provided by the old Army Youth Teams) but that if the resolution was to say something like "combat training" which can be only to the benefit of the findings and conclusions. The APU should also follow the example of NAGP, its US equivalent, and make its own available to its members.

DESMOND NUTTALL,
Faculty of Educational Studies,
Open University.

Jobs not A-levels
Sir, - There has been considerable concern *The TES* and elsewhere about the effect of changes in supplementary benefit regulations on the numbers of pupils staying on to take CSE examinations.

While interviewing five former local school recently, I have become very concerned about a longer term effect of the government's general economic policy on the decision whether to stay on and take A level examinations two years hence. My interest has largely been in mathematics, and I found a number of boys and girls who clearly have both the ability and the interest to take A level in the summer and take low level jobs in commerce or industry. They have given very clearly as their reason the fear that unemployment may be even worse in two years' time, and the belief that the security of a job now, if they can get one, outweighs any possible advantage of further study, even of such a sought-after subject as mathematics.

These pupils may be misguided (although certainly not in the literal sense, for their teachers have done their unavailing best to give them wise counsel), but the fact remains that they are leaving. Even in narrowly economic terms, the government can surely not think it good to add to the multitude of young people competing for clerical and mechanical jobs, now at the expense of the vital body of students training as the entrepreneurs and engineers of the future. This country already has a shamefully low proportion of its school population continuing beyond the end of compulsory education.

In simple human terms, though, the way young people feel themselves pressed into lives that look narrower and less rewarding than those they could have led is what I find truly shameful.

GILES DICKINS,
Assistant Tutor,
Department of Educational Studies,
University of Oxford.

Music for all
Sir, - With reference to Professor Swanwick's lucid and persuasively argued article "Towards a musical

examination" (April 3), I wish to take issue with his main thesis - that composition, performance and listening should all be essential and equal parts of the new 16-plus exam - for the following three reasons:

1. While all these activities must be essential ingredients in any proper secondary school music education, why shouldn't children be encouraged to study music to examination level, if they are interested in and are endowed with only one, or part of one of these skills? A tremendous number of pupils are, at present, deterred from attempting examination courses because the syllabi are far too wide-ranging and academic in character.

2. Surely, in the new 16-plus exam, we should be more aware of the specific musical interests and requirements of our pupils themselves, for example the skilled instrumentalist who cannot write a sentence of readable English, the enthusiastic listener who finds it impossible to create a composition for any medium and in any notation, the country-music buff whose main interest is in learning how to select guitar chords for such songs as "Sourwood Mountain" and "On Top of Old Smokey".

3. The 16-plus exam offers us a much needed opportunity to discard outdated and narrow conceptions about what constitutes a proper knowledge of music. Our subject will be of increasing importance as a leisure-time activity in the micro-chip age, only if the new exam is a far more attractive proposition to the young, than the majority of our present CSE and GCSE courses.

"Music For All" must be the undisputed slogan of our examination strategy of the 80s.

D.J. BIERMANN,
Incorporated Society of Musicians' representative on the JMB,
Director of music, Peterlee Howlatch Comprehensive School,
Vice-Chairman, County Durham Association of PAT.

Summing up
Sir, - Since the publication of my article "Girls and Maths" in the *TES* (March 6), I have received a number of inquiries and requests for a detailed research report and data. The article was an edited summary of my work at the University of Birmingham - 1977/78. The university library holds a copy of my dissertation and data analysis computer print-out.

I thank Paul Wilson for his letter (March 27). I believe that he too would have perhaps modified his judgment after reading a detailed account of the study. However, I shall endeavour to clarify a few of the points raised by him.

● The main objective of the study was to investigate differences in mathematics attainment, given the same subject background and not sex differences in subject choice. As reported, the differences in attainment between the subject categories, but within the sexes, was a by-product of the research design.

● Maybe the article slightly misleads one to think that no sex-related differences were found within each subject category, but this is not the whole truth. Differences in attainment between the sexes at aggregate level - grades, total marks etc, were recorded,

not always in favour of boys, but these were found to be not at significant level. However, differences at significant level were observed for individual items of certain questions of the examination paper.

● Of course, Mr Wilson is perfectly entitled to propose an alternative conclusion, ie some "fundamental attributes" are accountable for sex related differences in maths attainment, but if one were to take the past and specially recent research evidence, which is of considerable volume, into account, one is more likely to conclude that sex stereotyping is the prime suspect in this case.

For example, studies in the United States and in Britain have concluded that girls tend to perform at least as well as (or slightly superior to) boys in mathematics up to the age of 11. Reporting on the progress of the same cohort of pupils through secondary school, Douglas (*All Our Future*, 1971) says: "The test scores of the girls, on the average, fall below those of the boys between the ages of 11 and 15. Their disadvantage in each social class is greatest in maths. If differences appear during the second schooling phase, a more plausible account is that a socialization process is in progress - rather than a biological determination." Boccack (*An Introduction to the Sociology of Learning*, 1972) suspects just such a process: "In the light of the social expectations about women, it is not surprising that women end up where society expects them to: the surprise is that little girls don't get the message that they are supposed to be stupid until they get into high school."

SHAM S. SHARMA,
Chelsea College,
London SW6.

In agreement
Sir, - After reading Mr Barker's article concerning Peter Dawson and Rhodes Boyson for their approach to education and to teaching (March 27), I can only say, "Thank goodness for people like Mr Dawson and Dr Boyson."

JOHN BURRELL,
16 Merrow Close,
Mewrow,
Guildford, Surrey.

Nuffield physics
Sir, - As a chartered electrical engineer now in full-time secondary education, I read with dismay the recent report that Dunlop reject "out of hand" scholarship entrants who have taken Nuffield Physics courses. I can only assume that they mean Nuffield A Level Physics, in which case I am at a loss to understand their reasons.

I have taught both traditional and Nuffield physics and there is no doubt in my mind that the latter provides a better preparation for a practising engineer. Who would design a bridge, car or item of switchgear without reference to handbooks and references? No engineer I've ever met would risk doing such a thing - so why demand that pupils should memorize vast quantities of obscure equations and experiments?

It is far better to do as Nuffield does - that is to issue the formulae and then leave the student to examine problems in greater depth. That includes carrying out proper engineering-type calculations. Dunlop can't have assessed recent Nuffield exams at all when making their decision. Their search "for excellence" may well lead to them generating excellent automations and memory men ideally suited to be managers of graduate careers.

A.R. SUTTON,
Carlsbrook High School,
Mounbatten Drive,
Newport,
Isle of Wight.

Taken as read
Sir, - Like your correspondent Mr Dexter (April 3), from the Oxford Delegacy for Local Examinations, I do not know Mike Raleigh. Unlike Mr Dexter, I will therefore not speculate upon Mr Raleigh's age, on whether he is with it or without it, or even on how he might be more profitably employed.

On the other hand, I have been spending some time recently on a modest survey of English examinations for sixteen-year-olds, so I may be in a position to enlighten Mr Dexter on a few other matters.

First, examinations at 16 have a profound effect on the nature of teaching and on the development or neglect of children's minds. Literature syllabuses based on three set books which are virtually learnt by heart and then parroted are an intellectual disgrace and frequently put people off serious reading for life. Under Mr Dexter's system, we read not for intellect, but for the "short period" of the school career" covered by his examination.

Happily, though, there is hope for Mr Dexter, in the form of an O level developed by another band of respectable academic standing. In this syllabus, containing 60 per cent school assessment, pupils are enabled to extend their thinking and understanding through consideration of as wide a range of books as they can handle, and then are given time and space to write examination courses. I have seen work of good degree standard produced in this syllabus by sixteen-year-olds. Its prospectus number is 2001, and Mr Dexter - or anyone else - can obtain details of it from the following address: University of Cambridge Local Examination Syndicate, Syndicate Buildings, Cambridge.

JOHN BALD,
Reading and Language Centre,
Chester Institute,
Marine Parade,
Clacton, Essex.

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features

Continuing the debate on the government's latest curriculum document:

Ray Hopkins suggests the DES has got its priorities wrong

Peter Mitchell argues the need for whole-school curriculum policies

Ivor Goodson recalls past attempts at intervention from the centre



The effect of these pressures on the pupils themselves are less obvious, though in the long term more serious.

Carrying a dead weight

Ray Hopkins

The *School Curriculum* sets out in cogent and lucid style a summary of the present state of curriculum development, and an earnest look at the way ahead.

It contains no recriminatory passages. Apart from a few warning notes, it avoids extravagant assessments of the widespread deterioration of educational standards so popular with those who look back through rose-tinted spectacles at an era when literacy and numeracy had not been plunged to unimaginable depths by the introduction of "trendy subjects", "time-wasting projects", and the headlong rush to abandon the classroom for the wide outdoors.

It acknowledges that "Many authorities and schools are already acting in accordance with this approach", and it gives no support to the alarmist and irresponsible elements who suggest that schools have abandoned traditional school curricula.

However, the time scale implicit in the document gives cause for concern, for two

reasons. First, it is the latest in a long line of curriculum publications and, although most informed opinion would agree with its substance, curriculum development has not so far provided answers to some of the most intractable educational problems: failure to prevent a divisive chasm between academic and non-academic pupils; failure to establish such qualities as objective judgment, moral sense and social responsibility; failure to develop the skills and attitudes demanded by the rapid changes in industrial technology.

Secondly, there is an apparent contradiction between certain statements:

"Technological and other changes require an urgent response from our schools" (Foreword by the Secretary of State).

"This calls not for a change in the statutory framework of the education service, but a reappraisal of how each partner in the service should now discharge those responsibilities assigned to him by law" (Introduction, para. 6).

"The Secretaries of State believe that authorities and schools will wish to take a long view of the importance of the school curriculum to the 'quality' of education" (Resources, para. 17).

The urgency mentioned in the first statement has a hollow ring in the context of the four and a half years since this curriculum exercise was begun. Against such a time scale, the achievement of the educational aims set out in paragraph 11 is a far distant prospect. Moreover, there is very little evidence to suggest they can be achieved within present structures.

Most of these aims already appear in some form in the preamble to subject syllabuses, and in the annual surveys given by head teachers on speech days. But few specialist teachers, struggling to prepare papers for examinations, with what they regard as inadequate time for their subjects, are able to give much attention to educational aims, however praiseworthy.

The document says, "the time available to schools is limited". It is indeed. For those teachers concerned with pupils trying to achieve a measure of literacy, pressures are severe—perhaps so severe as to reduce seriously the efficiency of the teacher, and so to lead to the use of teaching methods which make a mockery of the educational aims set out in paragraph 11.

The effect of these pressures on the pupils themselves are perhaps less obvious, though in the long term more serious. Neither in the quantity of knowledge absorbed, and certainly

not in the development of those qualities most vital to a mature mind, do pupils match the efforts expended on them.

This is not the fault of teachers. They are trapped within the narrow confines of a system which might have been devised by Procustes in astral conjunction with Torquemada. It is summed up—albeit in mild and gentle terms—in paragraph 15: "For a majority of pupils the period of compulsory education culminates in public examinations. These exert a particularly important influence on the school curriculum."

The term "culminates in" might be more aptly replaced by "is dominated by" and the word "important" by the word "evil"—since the joy, spontaneity and enthusiasm of the primary stage is exchanged, for too many people, for the boredom, monotony and frustration of the secondary.

It may be, then, that the DES has misplaced the priorities in education. As the failures mentioned above are still apparent, more drastic measures than curriculum development may be needed. The first failure, the serious division between academic and non-academic pupils, and its persistence into adult society, is not a function of curriculum. It is a direct result of the lack of educational provision for children of two and three years of age.

Any system which puts children whose parents have given them love, security and a rich educational environment, aside by those who have survived in a concrete jungle, merely because they have both reached the statutory school age, is indeed founded on false principles. It is an enduring tribute to our infant schools that they succeed in creating a community from such disparate elements, but by the age of seven there is already an academic gap, which widens with the years.

The second failure—to establish qualities of objective judgment, moral sense and social responsibility—is the result of simple lack of time in the overcrowded, ill-assorted curriculum which fills each working day. Most teachers acknowledge the importance of such qualities, and accept that they should be a significant aspect of other subjects.

But the aid offered by the word "other" together with the pressures on specialist teachers, effectively relegate these elements to a low priority. It is the formidable prestige of traditional subjects—some of them entirely inappropriate to the needs of a majority of pupils, some of them outdated, and all of them restricted by the five-year objective of external examinations—which makes the curriculum such a dead weight on the shoulders of educational progress.

The third failure follows inevitably from the first two. Positive, forward-looking attitudes are a function of the lively interchange between a mature intellect and the nascent mind around it: Head teachers, H.M. Inspectors and advisers know the comparative rarity of the practitioner who achieves this within the restrictive framework of a subject. They know the all-too-common pattern of learning consisting of 90 per cent exposition, 5 per cent general (and usually ineffective) questions, and 5 per cent hurried note taking (or giving).

It would be arrogant nonsense to pretend that such failure was due to the poor quality of teachers. As Peter Newsam said in his address to the North of England Educational Conference, in January: "One cannot entrust one of the nation's greatest assets, its youth, to teachers, and then not be prepared to train them."

Yet that is precisely what the DES is doing when it publishes an enlightened statement such as *The School Curriculum*, while doing nothing to relieve the restraints which in present inhibit teachers from implementing their recommendations.

Ray Hopkins is a former H.M.I.

Breaking down subject barriers

Peter Mitchell

Most teachers, employers and parents will find something they approve of in the DES paper, *The School Curriculum*. Searching through its paragraphs it is possible to pull out the ingredients needed to support almost any approach to curriculum planning.

It is strongest on curriculum content, developing its recommendations through the traditional medium of school subjects, and most tentative about alternative forms of curriculum organization and learning. It has thus avoided having to seriously consider the curriculum learning process as a whole, and implicitly encourages schools to continue to see the problem of curriculum organization as exclusively to do with school subjects and content. The paper refers to schools needing to develop several kinds of analysis as working tools of curriculum planning. We are left to work out what this actually means.

Yet for schools so much of importance in this paper depends for successful innovation on alternative "tools of curriculum planning" to the subject-centred approach, which will no doubt dominate debate on the paper.

Comprehensive education was the stimulus for much of the curriculum development of the sixties and early seventies. The period is regarded by many as one characterized more by the enthusiastic work of individuals rather than for any sense of real progress towards developing a curriculum which optimises the learning of the wide range of abilities in comprehensive schools.

The traditional model of the school curriculum based on subjects is the main reason why curriculum development is inhibited, and why the history of curriculum innovation is characterized by faltering progress.

The primacy of subjects achieves this in a number of ways. It encourages teachers to emphasize what is unique about their subject disciplines, by focusing on the content of learning at the expense of the process. This in turn inhibits dialogue across the curriculum, and provides a difficult context for the development of whole-school policies. (The latter might include policies on language development, numeracy development, assessment and evaluation and in-service education).

Then there is the tendency for subjects to be seen as part of a hierarchy of disciplines, which naturally affects the status of teachers within a school. "Low status" teachers and subjects are often drawn into the search for improved status by devising courses with such esoteric content that they are beyond the comprehension of the pupils for whom they are planned.

Innovations which in any way challenge the primacy of subjects will have difficulty in establishing themselves within the curriculum.

The Schools Council, the DES and Nuffield Foundation must have realized that no amount of careful course planning and teacher induction can safeguard one of their new courses against being introduced into a hostile school context. Even where a new course has been successfully established it is likely to collapse when the original teachers involved depart, if the school has made no attempt to look at the implications the course has for the whole school curriculum.

When the hierarchy and heads of department are responsible exclusively for policy making, it is striking at the heart of a curriculum organization which is dynamic, and able to respond to the changing pattern of demands of schools. The dialogue required to consider curriculum changes for the next decade will hardly be encouraged if teachers feel their ideas and opinions have no forum which influences curriculum policy decisions.

Also, I.e.s. advisory and inspectorate services, based upon subjects, are likely to replicate the search for unique subject qualities, and to discourage the service from considering the curriculum as a whole, beyond the level of matching content.

At our school, we have evolved a form of organization which gives a high priority to learning across the curriculum. Our timetable can be described in terms of individual subjects, with some integrated courses operating principally in the lower schools; but underpinning the work of all departments is a commitment to school policies designed to reinforce learning as pupils move between courses.

Central to this organization is staff participation in all policy decisions affecting the curriculum. Working parties, which are open to any member of staff, prepare papers for submission to full staff meetings, and policy decisions are binding on all staff. The two most significant decisions we have taken in the last four years have been designed to improve cooperation between teachers and between departments.

The mixed ability working party recommended that all courses should be cooperatively planned using the model of a systematic curriculum process. This involves the definition of course aims and principles which guide decisions about learning experiences, content selection, assessment and evaluation. Course planning meetings are the single most important meetings we hold, because they involve working with colleagues to plan lessons.

Because all departments have been involved in this process, we have been able to consider as a school how criterion- and referenced assessment can be built into the curriculum as an aid to pupils' learning, and as a basis for

course evaluation. Twice a year all departments moderate their courses and feed the information into course evaluation, which leads to recommendations for course changes.

The second most important curriculum development came out of an inter-department review of the curriculum, which looked at the structures of disciplines. By focussing on the way subjects use knowledge we were able to emphasize what subjects share in common, rather than what is distinctive.

Heads of department have produced a list of criteria by which we can begin to judge pupils' ability to manage their own learning. When scientists talk about investigations, historians about enquiries, and design technologists and mathematicians about problem solving, they are describing an attitude to knowledge and learning which we would maintain can be learned most successfully if there is explicit cross-course reinforcement of the learning involved in such pupil researches.

Helping pupils to learn how to learn has evolved into a central aim of the school. Courses have elements of the learning process explicitly built into them: note making, using written language in a variety of modes, reflecting back over work, and drawing conclusions, are some of the common themes in course plans across the school. Pupils are told the aims of courses, and are helped to plan their own studies using the same procedures.

Debate about school policy on language has a natural basis in all departments, because we

look at courses from the view of how children will study, and the course aims describe the types of language which can be used. Because we aim to involve pupils increasingly in the management of their own learning, we have to be more conscious of pupils' own common sense knowledge and the influence it has over their learning in school.

We are an inner city school with a very wide range of different abilities and backgrounds; we have more than 30 languages. School policies extend to the way pupils organize and store work in folders, and to advice on how to plan the use of study time at home. A study skills programme is built into social education periods taken by tutors. The gap between pastoral care and the curriculum is narrowed, because all tutors can support pupils' study of the learning process as opposed to the content of studies.

At the end of last year, review reports were written by course coordinators for each of the school's courses. These reports, which involved almost all the teaching staff in writing, grew naturally out of the course planning, which has evaluation built into the system. As schools become more under pressure to be accountable for their work, some I.e.s. are expecting annual reviews. Unless these are grounded in the daily work of teachers they will be of little value to the schools or the I.e.s.

Peter Mitchell is head of Quinton Kynaston School, ILEA.

Reinventing the square wheel

Ivor Goodson

Since James Callaghan's Ruskin speech in 1976 the school curriculum has been seen as one of the factors responsible for Britain's economic decline. Some believe that by intervening in school curricula and establishing a uniform package of common core subjects, that economic decline can be halted. There is also a belief within central government that too much variation exists between what is taught in different schools.

Thus *A Framework for the School Curriculum* hoped to develop a national consensus about the school curriculum. On one thing all Government pronouncements since 1976 agree: there is a need for a more uniform curriculum, and the Government must do all in its power to ensure this. Most people might agree, but the issue is the degree of uniformity required. This is most important to establish in respect to examination syllabuses, which *The School Curriculum* concedes "exert a particularly important influence on the school curriculum", but otherwise says little about. The Government has formal power to authorise public examinations. What if central government wishes to encourage more uniform exam syllabuses?

In its extreme form, this kind of intervention might express a desire to determine the aims and objectives of secondary school syllabuses, by insisting that exam boards submit these for government scrutiny and agreement. There may of course be political reasons for such an insistence, but here I am most concerned with their educational credibility.

This is not the first time that the Government has sought to intervene in this way, nor will it be the last. In 1862 the Lower Revised Code linked the payment of government grants to schools, with a yearly examination held by H.M. Inspector on a detailed syllabus formulated by the Government. "Payment by results" is not an invented term. Contemporary commentators warned then that major problems for teachers and pupils developed because the Government defined a uniform syllabus.

Edmond Holmes, a former Inspector, writing in 1911 said that this turned the school into "a hive of misdirected energy", because the regulation of education by a uniform syllabus made it impossible to tailor education to the individual needs of each child. (*The School Curriculum* confirms that education "should serve the individual needs of every pupil and student").

Holmes was very clear that "a uniform syllabus is, in nature of things, a bad syllabus".

To produce uniform examination syllabuses "wise and experienced educationists would find themselves compelled to take account of the lowest rather than of the highest level of actual educational achievement". Holmes thought that "under the control of a uniform syllabus the schools which are now specializing and experimenting, and so giving a lead to the rest, would have to abandon whatever was interesting in their respective curricula, and fall into line with the average school, while with the consequent lowering of the current ideal of efficiency, the level of the 'average' school would steadily fall".

Behind the lowest common denominator element in uniform syllabuses lies the problem of teacher motivation. No matter how well-written government green papers and syllabuses are, without teacher support they are doomed. This is the central myth for those arguing for greater political control of the curriculum. If greater political control means greater teacher disenchantment, all is lost.

On this point Edmond Holmes was quite clear. Uniform syllabuses were a disaster because they tried to do all the thinking for the teacher. "The growing impotence of the teacher was the expense of increased government power—educational criteria sacrificed to political imperatives".

Much has changed since Holmes was writing. Governments as well as teachers are infinitely better informed on educational matters. In Britain's state schools there is a wide variety of abilities, motivations and social characteristics.

A starting point for achieving any common aims (or "cores") with such a pupil clientele would be to accept (but different strategies will be required in the classroom. These strategies will not be amenable to dictation from above, for they depend on the kind of working knowledge of local and individual differences in which our teachers specialize.

Ivor Goodson is head of the Schools Unit European Research Centre, University of Sussex.



Helping pupils to learn how to learn has evolved into a central aim.

review

On the coast of Coromandel

Douglas Johnson on a new history of colonization

Revolutionary Empire. The Rise of the English-Speaking Empires from the Fifteenth Century to the 1780s. By Angus Calder. Jonathan Cape £16.50.

This is an appropriate moment to discuss the history of colonization and empire. And this for two reasons. The one is that everyone would like to know why it was that men began to form and live in colonies far distant from their native lands. The other is that now that imperial history appears to be rounded off, so that the History of the British Empire can be regarded as an episode in British history which has known its beginnings and its ending, there is the need to know more about the origins of that empire.

It used to be said that, down to the beginning of the nineteenth century at least, events outside Europe rarely affected the development of European issues, and the history of the expansion of the European peoples beyond the sea had to be regarded as a mere appendix to domestic history. It was in Macaulay's view, because Frederick of Prussia had robbed a neighbour whom he had promised to defend, that red men scalped each other by the great lakes of North America and black men fought each other on the coast of Coromandel. It was not the other way round. But since we believe in the continuity of history, since we recognise that change is scarcely ever abrupt or complete, so we realise that the struggle of the European nations for trade and power in the Indian Ocean, on the shores of Asia, and in the Caribbean and Gulf of Mexico, needs to be studied

in its origins and early development.

There is a tendency today to regard colonization as one of the least useful forms of human activity; some would go so far as to describe it as having been either foolish or harmful. It is often regarded as the result of discontent. In seventeenth-century England there were non-conformists who sought to avoid religious persecution; farmers who were weary of manorial incidents; landowners searching for that stability which rising prices and falling rents had made so elusive at home. But colonizers could not have been pessimists. They needed to have self-confidence, and they had to have confidence in certain principles, such as the English organization of society or the quality of their particular religious beliefs. They needed too to possess some financial resources, and one has to equate early colonization with the accumulation of funds in the hands of certain classes in the south of England. Colonization coincided with the first flush of capitalism.

Thus this form of history involves the historian in all types of history, whether it is the history of mental attitudes (the sense of adventure, for example) or technical questions involving the development of shipping and navigation. It requires a bold man to try and tell the story of the English-speaking Empires, from their origins to the period of their greatness, and Dr Calder is to be congratulated on his courage.

The present large volume is the first of two (with the hint of a third), and it shows that it is not working to any heavily designed schematic plan. He seeks for the picturesque and the impressionistic and at times goes in for the "pointilliste", while at the same time telling us about the researches and the conclusions of

many specialist scholars. Not everyone will like this means of presentation; students may well despair of using this book as a work of reference; the author's ideas about history and its myths, about race and exploitation, about Scotland and Ireland, are sometimes puzzling rather than helpful. But Dr Calder is always interesting.

If one wanted to be mean one could say, so he should be interesting. He has a good story to tell. Knowing everything that we do about the British connexion with India, and being conscious of how it is all heavy with implication, the story of first English contacts with India have a particular fascination. The first English vessel to reach an Indian port anchored near Surat, on the north-western coast in 1608. This was nearly eight years since the charter had been issued granting exclusive rights to the Company of Merchants in London, trading to the East Indies, the exclusive right of trading beyond the Cape of Good Hope to the Straits of Magellan. The captain was John Hawkins and it was unfortunate that the letter he bore, from King James I, was addressed to a Mughal Emperor who was by then dead.

The story of Hawkins's negotiations are in themselves curious. To begin with he spoke Turkish fluently, although how this came about we are not told. Then he became the close companion of the ruling Emperor for some three years, marrying an Armenian girl who had been chosen by the Emperor, and he lived at court for some two years. But he was constantly harried by the Portuguese Jesuits whose one desire was to keep the English out, and he was frustrated by the Emperor's unfailing ability to keep on changing his mind about trading

concessions. After he had left, an English ship under Sir Henry Middleton attacked both the Indians and the Portuguese and insisted upon trading on his own terms. Thus the history of empire early veers from diplomacy to piracy.

Amongst the Englishmen who followed there is notably Sir Thomas Roe, usually depicted as a great courtier and wit. Dr Calder tells us how Roe followed the Emperor about for nearly three years in an attempt to sign a treaty of commerce, and he quotes a letter back to James I. "I have sought to maintain upright your Majesty's greatness and dignity, and withal to effect the ends of the merchant; but these two sometimes cross one another, seeing there is no way to treat with so monstrous overweening that acknowledge no equal." Other historians have rejoiced in telling how the English had success at this court by introducing meiosis which could bait tigers and trumpets which amused the ruler, as well as Burgundy which was uniquely appreciated. Thus within imperialism, the English both expect others to be like themselves and are amazed when they are not.

How does Dr Calder see all this? At this stage in his lively account one is tempted to suggest that he is not so much in agreement with Captain John Smith, who wrote "The last of our going was our own; of what we should find or want, we were all ignorant", as of the opinion of a famous German economic historian. As he ends his volume with the vision of Manchester cotton and Birmingham guns pouring across the seas one thinks of Sombart's words, "all this, because a handful of men wanted to get rich".

sections deal with the case for a national apprenticeship for 16-19, an attempt to raise the status of vocational and technical education, and some rather vague hints at reforms in higher education.

There is very little in the section (except for the reference to private schools) which goes beyond Mrs Williams' sojourn at the DES from 1976-79. This is not very surprising, but it might have been hoped that a period of reflection might have sharpened the vision. Mrs Williams now emerges as a protagonist of the five subject sixth form, but you don't feel any confidence that she could or would push this through.

The outline of a Williams' manifesto comes at the end and in a final chapter called *Politics for People*. This lists a series of reforms: a Freedom of Information Act; reform of parliamentary procedure; more public participation in the social services; a better deal for small firms; a national apprenticeship scheme; industrial democracy; decentralisation and the break-up of giant corporations; redistribution of wealth; abolition of private schools; tertiary and sixth form colleges; a new Marshall Plan for the Third World.

It is all a bit of a jumble by that stage in the book—as if the author, rather lost interest, or did not know how to end. Some of the most interesting bits which come earlier are not fully worked out into policy proposals for the good and sufficient reason that it is still, in effect, they make sense. One of these deals with the question of more, rather than less, labour-intensive industry and the need to weigh the utility of labour-saving investment against the desirability of creating and defending employment. Mrs Williams is clearly dazzled by these ideas; but would recognise also the prodigious difficulty of making such assessments at Government level in the face of all the pressures and pressure groups which would be unleashed.

The absence of anything on PR is a more serious omission. A lot of people would be inclined to support a SDF-Liberal alliance which came together on the single issue of PR and promised, if elected, to introduce proportional representation forthwith, and then immediately give the country a chance to vote again, which time the Liberals and the SDF could, if they wished to, indulge the luxury of putting up separate programmes.

Stuart Maclure on Shirley Williams

The other iron lady

Politics is for People. By Shirley Williams. Penguin £2.50.

This is a pleasantly written, even-toned, and for the most part sensible, commentary on the political, social and economic issues facing Britain in the eighties. It is disappointing in that it fails to measure up to its own standards: much of the analysis is intelligent, fair-minded and forms a useful survey of how we got into our present mess, but as so often (and quite understandably) the prescription is much less impressive than the analysis.

By comparison with the ailments which are duly diagnosed, the suggested treatment is manifestly inadequate. In some important respects both analysis and prescription lack penetration and intellectual force—as for instance in the brief and superficial discussion of trade unions and wages policy, and in the remarkable omission of any mention of electoral reform in the rather weak section on the failure of modern British political institutions.

Mrs Williams is not unattractively fed up with being told how nice she is. She suffers, politically, from her reputation for being lovable: a politician—nonwithstanding the low regard in which the public holds politicians—as a genuine—had much better cultivate the public image of an iron lady than one of sweet reasonableness. Mrs Williams's personal qualities mask her own determination and fighting qualities. They may also make it easier for her colleagues in Cabinet to resist her if they are more fond than afraid of her. Also, the willingness to listen patiently to other people, even to consult them and find out their views, is easily misrepresented as a lack of decisiveness and resolution.

All this is part of the stuff of political gossip, the profile writer's stock-in-trade. A book, on the other hand, is a written testament. How far does this add to or detract from Mrs Williams's reputation? The answer must be that it tends to support the public image of the former Secretary of State for Education as highly intelligent and warmly compassionate without dispelling the suspicion that the politician behind the pen lacks a cutting edge and the capacity to formulate clear policies which face up to the unpopular choices implicit in her political analysis.

The experience of Government office, coupled with her inevitable fair-mindedness, leads her to recognise the failure of both the major

parties to get to grips with the changes which have overtaken Britain since the mid sixties. In her analysis she appears to accept the end of the age of economic growth, precipitated by the oil crisis of 1973 (already foreshadowed by Britain's poor performance much earlier). She touches on "the unsolved, and perhaps unsolvable" problems of nuclear power, argues for more energy conservation, and throws in the needs of the developing countries as projected by the Brandt report for good measure. But when it comes to the crunch, she flunks the challenge of the steady-state, zero growth, society, and like the main line politicians, whom she has criticised, she ends up a Pollyanna: "A modest steady growth could be maintained in the industrialised countries providing that inflationary pressures could be restrained".

Restraining inflation turns on, among other things, an incomes policy which Mrs Williams supports with a rather rosy account of the Wilson-Callaghan wages policies of 1975-79. Her view seems to be that the wages policy worked pretty well for the first three years, then fell down on the attempted five per cent in 1978-79. In reality the explosion of catching up which followed, especially in the public sector (and made such a mess of Sir Geoffrey Howe's forecasts for the economy) was a response to the failure of large sections of private industry to abide by the Government's guidelines. Wages policy, torqued down, easily controlled occupational groups like teachers and nurses, while letting wages and perks bound upwards in profitable companies or where powerful unions chose to push their luck.

Beside this, all Mrs Williams has to offer is a national campaign to explain the need for an "incomes policy", and more substantial, perhaps, but still of dubious relevance to incomes policy, a strong commitment to industrial democracy and worker representation on the boards of companies.

Here, the lack of any penetrating discussion of trade unions is a major defect of the book. By itself, the Bullock report is no answer to the short-comings of unions and management. More participation might sweeten industrial

relations; on the other hand, if industrial relations remained bad, union representatives at board level would simply open a second front on which to wage industrial warfare. Anyone who wants to read a serious discussion of these matters will have to look elsewhere. *Politics is for People* does not provide it.

All this is a disappointment for much of the scene-setting is done with skill and on a broad canvas. As it happens, the education chapter is not one of the best. It quotes the National Child Development Study to defend the comprehensive school—plan number one in the Williams' education policy. Second comes an attack on private education which fails (in my view) to justify abolition, because it doesn't show that the education of those now in maintained schools would be materially improved by stopping others from sending their children elsewhere. Mrs Williams quotes, with approval, Tawney's dictum about the indispensability of individual liberty: the abolition of private schooling seems, on the face of it to be an unmeasured response.

Third comes a section on social and ethnic disadvantage. Fourth and fifth, a brief rehash of the Green Paper, with proposals for in-service training and a core curriculum. The last two



Strategies for seeing

Phillip Midgley at the annual conference of the Association of Art Historians

The fact that the Victoria and Albert slide collection is not to be discontinued after all is just one symptom of the increasing ability of the Association of Art Historians to use their influence to protect our cultural resources.

The conference at which this news was announced was an elaborate four-day affair consisting of lectures, a book fair, a battery of research papers, and discussion groups, and representatives from as far afield as Japan and Australia gave international status. A wind of change could be sensed in the proceedings that sprang from a desire to see art history revitalized as a valuable means of learning, not only at a professional level but also in the primary school.

The first whiff of grapes of wrath came from Charles Harrison, editor of *Art Language*, who handed out some stiff rebukes to the type of art historian who fell into the critic/connaisseur mould. So personal was this type of art historical analysis, felt Harrison, that it almost took the form of "autobiography" often completely failing which amine the conditions under which works of art are produced. He demanded a rigorous methodology based on careful research into the political, social and economic factors that caused rather than affected works of art.

The concept that paintings, sculpture and architecture can be taken out of the context of their time and studied as objects d'art on the basis of private sensitivity is no longer acceptable. It is precisely this exclusive approach to art history that has made it seem irrelevant in education.

The artist Howard Hodgkin underlined the point by complaining that critics invariably appraised his work out of the context from which it evolved. The awkwardness that exists between living artists and critics stems from the fact that the artist can answer back and worse, contradict that which has been written about him.

The way in which the work of living artists is commented upon is changing. Art history begins only at university level and so has no "roots" in students' earlier development. John Dewey in *Art as Experience* eloquently defines the need "to restore continuity between the refined and intensified forms of experience that are works of art, and everyday events, doings and sufferings that are universally recognised to constitute experience".

The need is a real one and extends not just to our own European culture, but to a mutual appreciation of the many cultures our society now embraces. The major problem is how to go about promoting an integrated practical and theoretical visual art programme from an early age in schools. The difficulties are substantial: resources such as books are on the whole expensive, inappropriate in content to educational needs and frequently are written in language that makes the meaning inaccessible even to the average teacher. The dearth of printed material is explained by publishers as being due to lack of demand, but then the lack of demand is a result of there being no suitable books for either teachers or children.

In-service courses for teachers would play a vital role in establishing a visual art programme. Some museums and galleries already operate such courses and have education officers aware of the difficulties involved. Prejudice against the visual arts as a vehicle for learning runs deep in those in a position to change matters, simply because they themselves had no experience of art history at school and regard knowledge of it as merely an elegant social embellishment. It is sad that one of the earliest forms of learning a child takes advantage of (the picture or, in tactile terms, the object or sculpture) should be so thoughtlessly cast aside in the remainder of their school lives.

Theatre and education

Life inside and outside

Carve Your Name, a new play to be presented by the Old Vic Youth Theatre in May, will, according to its author, Michael McMillan, be about "making your own space".

"Some people carve their names in sand — others in stone," he says. "The play explores the ways in which a group of one-time vandals attempt to survive in an adult world of flat-sharing and unemployment. 'No body wants other people to tread all over them', said McMillan who has previously worked with the Royal Court's Youth Theatre. 'We took this idea and, through improvisation with the kids, arrived at a story outline'.

Thirty-five young Londoners, between the ages of 13 and 20, were auditioned last September. Meeting twice a week since then they have written and rehearsed *Carve Your Name* entirely from scratch with assistance from McMillan and director Lucy Parker. Early improvisations and discussions were tape-recorded, and the final scriptling done only at Christmas by the director, co-director Paul Colford and McMillan.

Final rehearsals are now well advanced. Although all concerned are guarded about the finer details of the plot, they are sure that the play will be relevant to young audiences as well as a stimulating experience for the theatre for parents and teachers. None of the cast, however, is the slightest bit ashamed at the idea of performing on the Old Vic stage in the footsteps of Olivier and O'Toole. "We haven't got time for any ideas," said one, "although if we stopped to think we probably would be".

As well as *Carve Your Name*, this year the Old Vic Youth Theatre are also presenting John Gay's *Beggar's Opera* during a two-week season at the Old Vic, opening on Thursday, May 7. Further details and booking information from the Old Vic, Waterloo Road, London, SE1 (01-928-7616).

Hugh David

"A full-scale musical" proved a hopelessly inadequate label for Stowmarket High School's recent production of *Julius Dexter Nettleship*. For a start, it involved 160 sixth formers, and all but four or five of them as performers. Then there was the 40-piece orchestra, harmoniously supporting the singers, including a chorus of over 60. There were costume changes in profusion; ample, varied and effective lighting; and, perhaps most surprising, a "hero never good".

That the audience was prepared to accept such a traditional hero was due partly to the well-judged under-playing of the role by Ian Adair but also to the writing of Jill Price and Bob Bennett, in charge respectively of drama and music at this Suffolk upper school.

Julius Dexter Nettleship tells the story of the crew and passengers of an inter-space cruise liner that divers to the planet Terra Dactyl in response to a call for help from its exploited inhabitants. As Captain Julius says, "Well, we can't just fly off and leave them, can we?" The villain exploiting the Terra Dactyls is none other than Strontium Sam, an inter-galactic felon, and the rest of the story is one of kidnapping, villainy and noble daring-do as Sam fights dirty and Julius refuses to put a foot wrong.

Consequently, it requires a *deus ex machina* (in the shape of four genetically cloned indestructible, invulnerable, identical imperators) to rescue our handsome hero and his followers, but in the course of the rescue the hero finally notices the beautiful Belle Tugger, his lover (this one) and a romantic duet precedes the big closing number.

It would have been too much to expect that every member of such a large cast would have a good singing voice, and some of the diction was distinctly weak. But it is a rare achievement to

The sea, the sea

Kevin Crossley-Holland

The Commanding Sea. By Clare Francis and Warren Tute. BBC and Pelham Books £12.50, 7207 1307 2. The Commanding Sea. Sundays, BBC1.

The Commanding Sea is an ambitious piece of packaging. Both the book and the television series set out to define man's relationship to the element that occupies more than 70 per cent of the Earth's surface, mistress and servant. Not turns tyrant, Francis would approve of this kind of figurative language; she is no wind-waver and writes, quite simply, of the sea which frightens us and fascinates us, and which we so much need.

Clare Francis's plain unvarnished style shows to best effect when she is in action, describing the nuts and bolts of direct unemphatic terms, making the sheer mechanics of getting from A to B seem riveting. The six journeys which lie at the heart of her book among them a single-handed trip in the 32-footer *Gulliver* to the Scillies, a journey east to the spice islands in a replica of the *Golden Hind*, and a descent of 6000 feet to the ocean bed in a submersible contain some memorable descriptions. These journeys, however, are used as pegs on which to hang investigations: the way in which the sea divides and connects and was mastered by early boatbuilders, explorers and merchants; the development of seapower (This takes off from a land-raising description of aircraft landing on the sea and leaving *USS Saratoga*); the north Sea harvest of oil; and the world of marine biology and oceanography.

Miss Francis is perfectly capable of discussing aims, technological problems, implications and matters theoretical in terms accessible to the layman, but these long digressions are rather pedestrian after her narrative passages. Around each of the six investigative journeys are grouped a number of shorter satellite chapters by other contributors. The *Golden Hind* section, for instance, is complemented by brief pieces on "Marine Technology in the Fifteenth Century", "Columbus", "Inhabitants of the Pacific", "China and the Sea" and "Captain Cook". This

device makes the book still more epic, but some of the contributions are models of how to simplify but not to oversimplify. I have particularly in mind Annie Hood's explication of "Tides and Currents and the several items by Warren Tute who is named as the book's co-author, perhaps because the whole undertaking was originally his idea.

The large format book also has a plethora of colour and black and white illustrations. Carvings and paintings, reproductions of etchings and line drawings, photographs old and new, maps, diagrams. Clare at the tiller, Clare at the wheel, Clare clambering into a submersible: they are all gripped to the mill, and splendid as many of them are, add to the erroneous impression (the book is not particularly well designed) that one is looking at an encyclopedia.

As with the book, so with the television series. The most lively parts have been those in which Clare Francis herself, brisk, deceptively witlike and decorative, is in play, although her researchers never have let her get away with the idea that the Viking Olaf Trygvasson was converted to Christianity on the Scillies—a hoary old chestnut now exploded by historians. In the *Golden Hind* episode, however, her (camera) crew absconded and had a fine old time without her on a little island off Papua New Guinea studying the primitive fishing techniques, age-old folk customs, and delectable women.

"The highest compliment to a woman is to say that she is as beautiful as a yam," intoned the powerful, sturmungue Olivier. At times Olivier and Clare Francis offset one another effectively, at times he does rumble up something of the grandeur of the sea, but for most of the time he sounds palpably unhappy with the prosaic words put into his mouth.

It would be a hard heart that does not stir at the magnificent sight of the *Golden Hind* under sail and yet, paradoxically, this image defines what has largely eluded both screen and book: a sense of mystery, a power to move, the imaginative spark that makes us connect our inner hopes and fears to these outer journeys.

Out of key with his time

David Wright

Extra Pound and his World. By Peter Ackroyd. Thames and Hudson £5.95, 500 13069 8.

Had Ezra Pound never written a line of verse he would still be one of the seminal figures of what's called, even as late as 1981, the modern movement in art and literature: a movement which, as we recede from it in time, seems more of a renaissance than a revolution. "Practically" singlehanded, he was to shape the "public recognition and understanding of 'modern poetry'", writes Peter Ackroyd in his excellent brief life and assessment of Pound. It is hard to think of assessment of Pound. It is hard to think of a figure who did not in one way or another benefit from Pound's friendship, championing, advice, and even practical aims. The list includes Eliot, Joyce, Hemingway, Wyndham Lewis, and even Yeats, who was his senior, but whose later manner owed almost as much as Eliot's *Waste Land* did to Pound's almost clairvoyant critical perceptions.

But he was also the great poet of our time. The unfinished *Cantos* are his and his monument, and if they can be accounted a failure, it is on a scale hardly enough to be itself an achievement, a failure that reflects the flaws of the age as well as of the poet.

In about a hundred pages of text and illustration, Mr. Ackroyd traces Pound's misadventure, in the high sense of the word, (legible life) for Pound was undone by the qualities that made him great. As a conveyor of ideas and information he "became a vehicle for the age's most significant concerns". The 1914-18 war, in which there died a myriad, and of the best—in particular

the sculptor Henri Gaudier-Brzeska—was a calamity he never got over. It was precisely his solitude for civilization and art, his passion for order, for cutting the cacale and streak in his make-up, that enabled Pound to do so much for the modernist movement, yet led him—a revolutionary simplicitas—yet led him—his obsession with the "social and economic theories, thence to admiration of Mussolini (whom he supposed to be carrying out these theories), fascism, the Rome broadcasts, the capote, his 12 years' imprisonment in a lunatic asylum, and to the final years of agony in a Venetian hospital, the best and not broken old man living in Venice and silence. There are marvellous photographs in this book—in particular of Pound in Venice in his last years; and stranger of all, of his visit to the tomb of James Joyce, in which the old poet appears to be conducting a dialogue with the lively, cross-legged bronze effigy of a youthful Joyce.

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Images of the elusive Celt

Last April, when the first International Festival of Celtic Film was held in South Uist in the Western Isles, a local newspaper described the gathering sceptically as a search for "that scarcely tangible creature, the Celtic film and television industry."

There were two hidden statements in that. First, that the idea of such a festival is daft. And second that Celts, be they in the guise of French Bretons or Scots Gaels, are very thin on the ground (perhaps even that such a festival is daft because Celts are so thin on the ground).

The second statement is undoubtedly true. There are fewer than two million people in the world speaking the native Celtic languages in Wales, Brittany, Ireland, Scotland, Euskadi and Canada (mainly Nova Scotia). But if one considers that in the EEC there are over 30 million people who speak regional or minority languages, one can see the potential for creating and co-ordinating powerful pressure group interests representing threatened cultures and languages.

The International Celtic Film Festival, the second of which occupied the hearts and minds of some 100 delegates last week in Harlech, North Wales, is really the logical and inevitable outcome of the long years of complaints about the powerfully corrosive effects of Anglo-American television in particular on already precarious minority languages. The festival represents a much-needed forum for swapping hopes and achievements as well as moans and groans. It may prove a more fruitful endeavour than dabbings and burnings and demonstrations.

And in Harlech there were some "tangible" signs of movement in the Celtic undergrowth. A man from RTE in Dublin swept aside the notion that locally produced material by and about the natives will always suffer from poor audience figures: they had done just

that and the ratings prospered. Another man from RTE is interested in buying the first ever programme made for Gaelic-speaking children in Scotland by the BBC for dubbing into Irish.

The Welsh, of course, were the heroes of the hour, having won their very own fourth television channel. Jeremy Isaacs, the Fourth Channel's chief executive, was there as it were to provide the official blessing and to invite all minorities aboard to share a place in that particular sun, although a good many delegates took with a pinch of salt his assurances that Welsh and Gaelic would be welcome on the UK channel.

Owen Edwards, the former head of BBC Wales who is now head of Sianel 4 Cymru (the Welsh Fourth Channel) was also there to make his first public pronouncement in his new role. He confirmed the intention to broadcast 22 hours a week in Welsh (instead of the present 15) although a man from the Welsh Language Society thought it should be 25. (Heady stuff for the Scots Gaels who get an average of a quarter of an hour a week).

This prompted one noted broadcaster to say privately that these kind of non-broadcasting pressures on the Welsh fourth channel could kill it. As he put it, the channel is expected to save the language, reduce alcoholism, keep the Sabbath decent, and support rugby. Isaacs himself urged Welsh language enthusiasts to be "restrained" in their expectations of the channel.

The assumptions made during the conference about the powers of television were, strangely, questioned only once by Muiris MacConghail, former controller of RTEI. Everybody seemed so strongly agreed about the capacity of television to destroy minority languages that they forgot to wonder whether the reliance placed upon television to save languages was possible.

ably misplaced. MacConghail warned about the dangers of creating a people who can speak the language but don't actually use it because there is nowhere for them to use it, as happened after Irish independence when Gaelic was made compulsory in the schools.

But if MacConghail poured some of the coldest water on the deliberations, he also poured some of the hottest by opening up the prospect of RTE beaming programmes in the Celtic languages to other countries in the absence of adequate native broadcasting in these countries. This was now possible, he said, because of rapidly developing satellite technology. In 1977 the International Telegraph Union had assigned frequencies for use to every country in the world for viewers with their own aerials. Ireland's allocation will cover Wales, Northwest England and Scotland. Choices of viewing, in other words, is on the way and the particular beneficiaries could be those previously denied broadcasting in their own languages either because of finite capacity on the national networks or because transmitter positioning did not easily allow regional opt-out of national programmes or because the non-natives would complain if local programmes replaced the metropolitan fare.

So a Celtic television and film industry may be getting gradually more tangible than that local newspaper I noted at the beginning thought possible. Indeed, competitions for prizes for the best television, film and video programmes from the Celtic countries have already reared their heads and there were 44 entries in the three categories. The Welsh rounded off their dominance of the week by walking off with all the first prizes. As one delegate remarked, "they'll soon have to start blowing up the Welsh-language transmitters."

Nell Munro

Film and Empire

The Inter-University History Film Consortium (IUHFC) was founded in 1967 and is the only voluntary, interdisciplinary and inter-university organization to have lasted anywhere near that length of time. In its own history it has slowly worked its way from regarding films as mere or less autonomous entities, to a somewhat fuller and rounder view of them which seeks to understand them in their context and indeed to understand the context through the films. IUHFC conferences, held every two years, seek to catalyse the wider study of particular themes.

This year's conference, held from April 8 to 10, in association with the Imperial War Museum (IWM) and the National Film Archive, featured films and papers on "Film and Empire - Britain, France and the Soviet Union". This international perspective was a salutary corrective to the nostalgia which invests recent discussions of Empire. There were discussions of the work of the Empire Marketing Board and the Documentary Movement, of the Colonial Film Unit, of the Central Archive at the Centre for South Asian Studies of the University of Cambridge. The Cambridge Centre is actively seeking amateur film made for personal reasons by the British in India; their microfiche catalogue was published by Mansell recently, and they are working on a subject catalogue. (Contact Miss T. M. Thatcher, Archivist, Centre for South Asian Studies, The University of Cambridge).

Materials of use to teachers available at the conference included the first catalogue of film materials produced by the Departments of Information Retrieval and Film of the Imperial War Museum. This is a microfiche covering the newsreel series "Welt im Film" shown in the British and American zones of Germany from 1945 to 1950, and should facilitate better use of material in an institution which is accorded only to the National Film Archive in the size of its holdings and the quality of its resources.

Whereas the Education Department of the British Film Institute is now quite well known, that of the IWM does not appear to be as widely utilised. It provides visual aids (excluding film) relating to twentieth-century history, helps with school projects, and organises illustrated talks, film shows, special lectures, and sixth-form conferences (details from the Schools Officer, Imperial War Museum, Lambeth Road, London, SE1 6HZ, 01-735 8922).

The British Universities Film Council has also just released its *Researchers' Guide to British Film and Television*.

Collections, edited by Elizabeth Oliver, which identifies the existence and scope of all the major and many minor sources of film and video material in the UK. With its full details of such collections (addresses, names of contact people, nature and extent of holdings, etc), the Guide ought to be invaluable for teachers and others who wish to chase up specific materials, though in view of the prohibitive cost of viewing most film and video material, its bibliography of periodicals and books, and list of organizations and other sources of materials may be more useful.

The twice-yearly *Historical Journal of Film, Radio and Television* has also just been launched with an excellent selection of papers. Again, what will be of even greater interest are the "Documents" and "News and Notes" sections, which will carry, among other things, reviews of film, TV and radio programmes of educational importance. The Journal's sponsor, the International Association for Audio-Visual Media in Historical Research and Education, also publishes a thrice-yearly newsletter to keep members up to date on relevant activities, publications and films (details from Dr K. R. M. Short, Westminster College, North-Hinksey, Oxford, OX2 9AT).

Prabhu Gupta

Keep your distance

Giacometti. Serpentine Gallery, London until May 17.

Without a doubt the most beautiful exhibition in London at the moment is the Giacometti. The more distorting, even aggressive work of the surrealist period is restricted to a handful of pieces, and mostly confined to the chaises-longues in the gallery. What dominates the view is the work of the serene, light and space of the Serpentine Gallery. The Giacometti has been made famous by even more famous and even more popular than Giacometti figures in art, and people, places and things.

barley caught in their skeins of pencil or painted lines.

At a time when the conceptual dominates, art Giacometti's insistence on looking at least provides a greater accessibility. Not that his pieces are all "conceptual". The cordons that discourage proximity with the surrealist objects are metaphorically there before all his other works. While his figures invite attention they reject any familiarity.

To see an object in its totality we must stand back, at which point detail is lost and the subject diminished by the surrounding space. The full view separates us from others, is for order.

realization in bronze or paint. Hence the tentative nature of his work and its pervading sense of distance. Before one of his pictures or sculptures all that we are given is a galvanised compressed space which resists the space that contains it.

What they suggest is an image of all our ambiguous, ambivalent relations with the outside world. To approach a Giacometti figure is like confronting another person: both occasions a gathering of group of them together, as in a Place, we sense psychological tension while witnessing a social revolution. In rejecting the surrealist order, Giacometti returned to civil order.

Michael Clarke

A sharper focus

The Seagull: a new version of Chekhov's play by Thomas Kilroy, at the Royal Court Theatre.

Glasshouses, by Stephen Lowe at the Royal Court Theatre Upstairs.

The Duchess of Malfi, by John Webster at The Round House.

Thomas Kilroy's reworking of Chekhov's *The Seagull* sets the play in nineteenth-century Galway, the Ireland of Lady Gregory, Yeats and Parnell. He divides the characters into "The Anglo-Irish (Arkadina's family connections together with Nina); 'The Irish' (the doctor, the schoolmaster, the servants); 'The English' (Trigorin). Under these guises Irena Arkadina becomes the London actress Isobel Desmond; Nina is Lily; Dr Dorn, Dr Hickey and Trigorin, Aston. Other characters retain names near enough their originals to cause no confusion: Pauline (Polene), Mary (Masha), Jack (Yakov). Constantine credibly keeps his name intact.

The new setting works wonders with the old play. Without the bewildering Russian patronymics which usually clutter the simplest address, we see the needs of the absentee landlords and their poverty. So many things become clear. The London theatrical scene in which Isobel moves becomes clear for we know the names of the stars mentioned, and we can judge the type of play in which she works ("Petitcoat Perfidy") because its successors are still with us.

Constantine's gloomy dramatic abstractions are made the stuff of Celtic mythology - sub-Yeatsian yearnings, historically understandable to us and undeniably tiresome to Isobel. Lily's fifth-rate career as an actress becomes clear as we hear the list of her touring dates - which the list of Russian towns never does for Nina. Money matters (so important in the play) are put in clearer perspective when spoken of as pounds sterling than they ever were in roubles. Above all, the stifling boredom, the nerve-wracking ennui of country life among the peat bogs far away from Dublin, farther still from London, is open to all to see.

Kilroy's new version is one in spirit with Chekhov's play and remarkably close to the original text. Time and again he finds contemporary echoes, references which bring new life to what Chekhov's characters say and do. In so doing he brings them and their tragicomic predicaments into sharper focus. We begin to understand them better, to see ourselves in them more clearly.

Max Stafford-Clark's sensitive direction and Gemma Jackson's atmosphere.

John James

I yam what I yam

It isn't clear why anyone should wish to make a feature film of *Popeye* (a character not originally in Disney's hands), save for the fun of casting it for which full marks for Popeye himself (Robin Williams). Olive Oyl (Shelley Duvall), and Sweetpea, less than full marks for Bluto - and to assure oneself of an audience curious to see favourite cartoon figures in the flesh. But the best I can say for the result is that it is very odd.

Robert Altman's most successful films, in particular *MASH* and *Nashville*, drew their strength from the creation of a complete social milieu. Unexpectedly, his *Popeye* also tries to sketch an entire community to which Popeye comes and where he meets Olive Oyl, encounters Bluto, and so on. Sweetpea, however, is not merely back to the action, an elaborate cardboard edifice ready to collapse as Bluto's first muscle-flexing. It actually gives the film its character, and a picturesque flavour. It is a higgledy-piggledy, clabbered, up-and-down town, its harbour filled with rotting vessels of another age, few modern conveniences - anachronisms such as electric light and hamburgers with mustard permitted - and a gallery of colourful villains and eccentrics for its

population. It is a suitable setting for farce, for breaking pictures falling off walls, for the destructive instincts of a Bluto, and for the impossibilities of the cartoon world. But it is not Popeye country. The pace of life, and indeed of the film, is half the speed of a decent animated film: and there is none of a cartoon's fluidity. Rather there are stylish pieces, uneasily cobbled together. Worse, there is no incentive, as there was at least in the days of hand-produced cartoons to keep the story short, tight in structure. Incidents are dragged out, even held up by a song or two.

There is a script by Jules Feiffer which is, regrettably, mostly inaudible, and not helped by Popeye's usual mode of address: to himself, through glass, but the snatches that can be caught are thrown-away remarks. As to whom the enterprise is directed: whether adults or children, its failure to make up its mind has left it in a self-conscious in-between spot. It is nonetheless almost worth bearing the price of cinema seat to see the accompanying Donald Duck, of 1940 - a reminder of what Walt Disney was all about.

Sue Lerman

HEALTH EDUCATION

Into the mainstream

A survey of progress and prospects by Donald Reid

What is Health Education? An amalgamation of hygiene, sex and keep fit? How is it done? Homilies in assembly, a CSE for the less able and a visit from the Temperance Society when all else fails?

Certainly, that is how it was. For many years, school health education lingered in a curious limbo - kept alive by pressure from the health service and a collective guilt feeling among teachers. It was obviously a "good thing", but where did it fit? And did we need specialists, and should it be examined?

No one would recognize it now - health education is suddenly the focus for I.e.s.s. and DES recommendations and national projects, and above all, resources - with at least £5 million spent annually on its support by health and education authorities.

Credit for bringing a perplexing fringe area squarely into the mainstream of curriculum development has gone, first, to the teaching profession. From the late sixties onwards, teachers generally were threatened by the rising tide of "crises" generated by the permissive society - especially sex, drugs and drink. Both concern for teenagers' welfare and the effects of the media on parent anxieties, required a rational response.

Many schools soon concluded that health education was too important to become the exclusive concern of any one specialist. If teachers were to have any influence on teenage health, a wide range of issues would need sensitive exploration. As a group of Oxfordshire senior women teachers concluded in 1974 when considering school girl pregnancies:

"It is doubtful if education specifically directed to discouraging unwanted pregnancies... is appropriate. The need is to gain insight into one's own and others' feelings... to establish lasting relationships."

It was in response to comments such as these that the Schools Council, with the Health Education Council (HEC), produced its Working Paper 57 on health education in secondary schools in 1976. This seminal document made a case for each school to draw up an overall policy for health and social education, co-ordinated by a senior member of staff. A broadly defined core course was seen as central to the policy, but major contributions would be required from the specialist subjects.

The need to begin before attitudes became fixed, led to the setting up of the Health Education 5-13 project, developed by the Schools Council and disseminated by the Health Education Council. This widely praised project, published by T. Nelson & Sons in 1977, takes as its theme the need for individuals to consider their own values and relationships before making decisions affecting health. The emphasis is on why people behave as they do, rather than on basic health information, though this is also provided.

SCHPEP 5-13, as it is generally known, has become the dominant theme in primary school health education with at least 600,000 children spending an average of 22 hours each year on this broadly-based project. It has also generated considerable "spin-off" in the shape of associated schools' television programmes, publications and in-service training manuals. The separate HEC "My Body" Project 10-11, has also been the centre of widespread interest, with its focus on simple human biology and a special emphasis on smoking education.

To complement 5-13, Health Education 13-18 will be published in 1982. Again developed by the Schools Council, and disseminated jointly by Schools Council and the HEC, SCHPEP 13-18 is likely to make a similar impact to 5-13 - the more so as both are directed by Trevor Williams. The project's most important publication is its in-service training manual, available only through attendance at courses.

The manual makes a case for schools to review their provision for health education across the curriculum and also to consider the views of pupils, parents and teachers. Courses based on the manual are now under way in 26 I.e.s.s., with demand for places greatly exceeding supply.

Two major issues seem to have been resolved by Working Paper 57 and SCHPEP 13-18 - the position of health education as a specialist subject and the value of public examinations. Specialism is now seen as leading to a dead end in the form of an option for the less able, while exams are also seen as irrelevant, despite the status which they confer. Perhaps fortunately, techniques for meaningfully "examining" attitudes and values do not exist.

Partial relief from the dilemmas of the Schools Council and the HEC, increasing interest has been taken by national and local government. The Department of Health and Social Security, not unexpectedly, has made repeated calls for increased health education in schools. It has also provided for the setting up of local health education units as part of its longstanding policy of support for preventive medicine. The DES, in its recent paper on the School Curriculum, gave strong support to health education and explicitly recognised the links between health and social education.

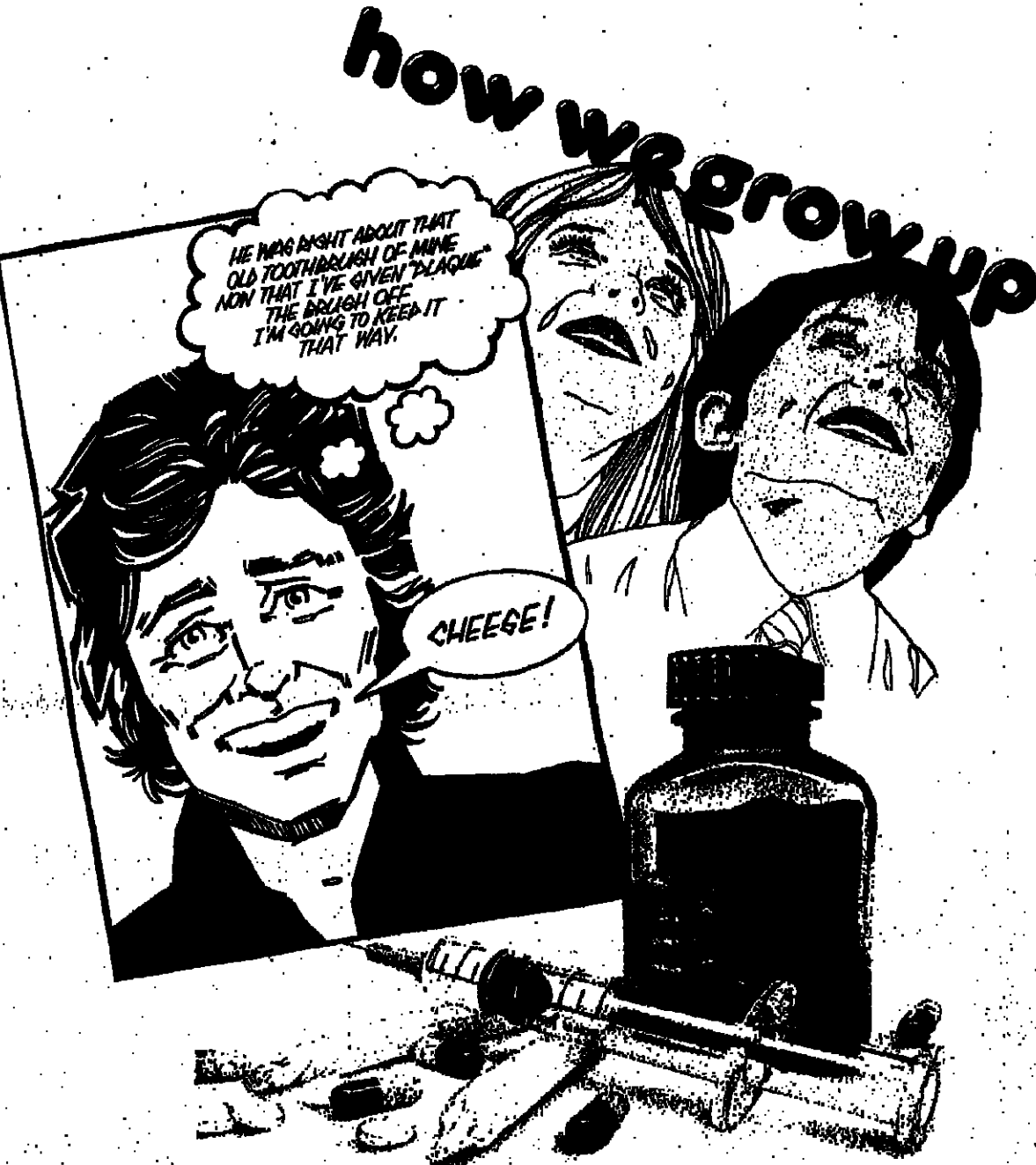
At I.e.s.s. level, there has been continuous encouragement in the form of supportive working party reports, leading in some cases to the appointment of Health and Social Education Co-ordinators in every school. Two I.e.s.s., Devon and Calderdale, have both set a welcome precedent by requiring every school to submit a written policy for this area of the curriculum.

With the major outlines for school health education established, attention is also being given to provision of resources. The HEC, for example, annually distributes 25 million free leaflets and posters, the bulk of which end up in schools.

HEC has also produced a variety of trigger films for teenagers, on such topics as sexually transmitted infections, smoking, teenage pregnancy (with the Spastics Society) and the well-known "Loving and Caring" series on sex education, with the FPA. All are intended to stimulate discussion rather than to convey facts, which are readily available from other sources. The HEC Living Well Project 12-18, led by Peter McPhail, has also produced sets of widely used and well illustrated discussion cards as triggers for small group work with teenagers (Cambridge University Press 1977).

The highly successful HEC "Natural Causes" dental health programme for teenagers, directed by Michael Craft, will shortly be offered to selected I.e.s.s. and local health authorities. Trials in third year biology classes in Cambridgeshire, and surrounding I.e.s.s. have indicated both its considerable popularity with teachers and its proven benefits for dental health.

Perhaps the greatest demand has been felt for the courses centred on the work of the Lancashire Active Tutorial



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Work Project, directed by Jill Baldwin and disseminated by HEC and the Schools Council. This important project provides a complete course for the school unit, and based on the themes developed by the major curriculum projects. The bulk of these are led by a national team composed of HEC and TACADE staff, and team members from the project.

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Nelson

extra "My Body" project

Introduced by John Gaskin

The "My Body" project team, funded by the Health Education Council and working in association with Sheffield education authority, was set up in January 1980 for an initial three-year period. The team members are John Gaskin, Christine Webster and Margaret Noble who were all teaching in middle or junior schools in Sheffield prior to their appointments to the project, and Pat Foster, the project's secretary.

A team of teachers and advisers led by Mrs Pat Elkington, Advisory Teacher for Science and Health for Sheffield, developed the "My Body" project from 1975 until the project team was set up.

When formed the team were given two main briefs. The first was to produce further editions of the project's materials, publicity items and curriculum materials for use both with the projects and independently. The second was to disseminate the project to other I.E.s by means of in-service training only.

As its name suggests, the main theme of the project is "My Body". Children have a great interest in their bodies and how they work. Many schools recognize the interest and involve their children in topics about the human body. In many primary schools, children talk about themselves and learn the names and usually the purposes of parts of their bodies.

Classroom practice suggests not only that this is a theme of interest to children, but also that it is one teachers have the confidence to tackle. However, much of the work involved in such topics is related to biology and biological ideas, and although biology is a necessary basis for health education it is not a sufficient basis.

The "My Body" project develops the simple biological approach which is of interest to children, and the biological ideas, into health education. This is done by involving the children not only in finding out about their bodies, but also in finding out about how they interact with the environment, and through this the consideration of the choices open to them that could affect their health.

The "My Body" project shows how health considerations can come about through looking at the interaction with the environment via the air we breathe. It is envisaged that schools taking up the project will develop their own materials based on the project's model and ideas for other areas of health concern, e.g. food, exercise and rest. The content of the project is broad, and divided into six main sections. Briefly these are as follows:

Air. Since a main part of the project is the body's need for air, activities are suggested through which children can find out where air is found and some of its properties.

What are you made of? In order to understand why air is needed by the body, there needs to be some appreciation of the relationship between whole body — organs — cells. This section contains activities to develop this appreciation, including using microscopes and making onion cell slides.

The need for air. In this section children find out that all animals need oxygen, and that there are many different types of breathing mechanism. They find out about how humans breathe, and do breathing experiments. They also learn what can cause breathing to stop, and how to do artificial respiration.

Body systems. Through practical and reference activities children find out about the body systems.

Your body stays healthy. Your body gets ill. In this section children find out about how their bodies stay healthy. Also, very importantly, they consider the choices that they can make related to their health.

Health habits. This is a collection of activities to reinforce the idea of our having some control over our life styles and actions.

Of equal importance to the content of the project are the methods used. The importance of the concepts of health careers, decision making and

exercising choice and taking part in decision making situations that become aware of others' values, attitudes, and begin to sort out their own.

Another important idea which influenced the methodology of the project is that health related behaviour has a history of development, and is influenced from an early age by many factors. With this in mind the activities are given access to many different media and resources, so that they can check messages and gain confidence handling a variety of information sources. They are encouraged to become critical of the various messages presented to them and to try to understand the interests of each wishing to influence them. The emphasis throughout is on the recognition of influences, and on deciding upon a course of action.

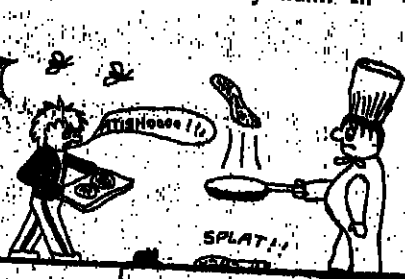
Although the "My Body" project materials do not contain any teaching strategies connected with the idea of developing positive self images, the project does try to reinforce the idea of the hidden curriculum ways in which children can be helped to develop feelings of self worth. It is stressed that children should experience success and that those previously experienced failure in situations which concern the written word may have been motivated and grow in confidence when they discover other ways of learning and when encouraged to communicate in ways other than writing.

Discussions are encouraged because they are valuable ways in which children the belief that they are points of view worth listening to, that they have something to contribute. The unavoidable connection between the ethos of a school, and relationships within it and this important idea of developing feelings of self worth is also stressed.

It is because of the importance placed on the methods of the project that dissemination is at present in-service courses only. During in-service courses, which last for three days, teachers have the opportunity to work through the activities of the project, and to question why things are done in the way they are. The teacher in a school who will implement the project (usually those teaching the 10 to 11-year-olds for which it is intended) attend the course along with the project. Apart from the course being (hopefully) an enjoyable experience for those attending, it has proved to be a highly effective means of the project being established in schools.

This year, the project team is committed to running courses in a main dissemination area — Devon, Cambridgeshire, Calderdale, Derbyshire, Wiltshire and Newham. In addition to this, there will be residential courses in Sheffield for representatives of further education who will then organize their own training. These are fully subsidised but it is intended to run further residential courses during 1982.

Children are also challenged to use the knowledge in various ways, such as communication, discussion, problem solving, making choices and decisions. Through working in groups on many activities, children exercise choice and decision making. This can involve choice of activity, how to organize the group, how to present the group's findings, etc. They also practice decision making related to their health in situational activities, where they consider what they could do, the possible outcomes of these choices and whether or not this is what they want. In



Design a restaurant kitchen that would be guaranteed to give an Environmental Health Officer a fit!



Part of a children's information sheet from the "Your body stays healthy" section of The My Body project

Director Martin Evans describes the aims and work of

TACADE

TACADE is a national educational organization which has two units. First, there is the Teachers' Advisory Council on Alcohol and Drug Education. This side of TACADE's work concentrates on helping teachers review the area of alcohol and drug education, with particular reference to definition of aims and objectives, appropriate content and methods to achieve these objectives and criteria for evaluation.

In this respect, TACADE sees alcohol and drug education in very broad terms as helping young people to adjust to and live healthily in a society with a wide and varied use of chemicals. As such it includes education about the doctor/patient relationship, over the counter and prescribed drugs, socially accepted drugs and illegal drugs. This education takes note of both the relevant knowledge and affective components, e.g. values, attitudes and social skills, in relation to drugs.

The second is the Health Education Development Unit which is concerned with the overall development of schools' health education. It concerns itself with curriculum planning and the organization of health education in schools, appropriate methods of in-service teacher training, in health education and a consideration of methods relevant to schools' health education. One particular area where TACADE has invested considerable time and research in the last few years has been in the use of informal teaching methods in health and social education.

Within the context of these two units TACADE attempts to provide the following services:

In-service education is the area to which TACADE gives its greatest attention. Last year alone, it worked

with 4,000 teachers in in-service courses. Particularly in the last few years, it has sought to research and evaluate its own in-service procedures and to this effect has carried out three major in-service research projects. These have investigated a 12-hour drug education course, a structured one-day alcohol education curriculum planning day seminar for head teachers and senior staff.

These projects have affected considerably TACADE's in-service approach, in that TACADE is increasingly committed to tying its in-service courses to specific approaches and materials for teachers to use in the classroom. TACADE has found, to its own cost, that simply to provide information to teachers and theorise about different approaches on how possibly to use this information is not sufficient and is, indeed, a considerable waste of resources — for too long the usefulness of all in-service education has been taken as a self-evident truth. TACADE places a high priority on testing its in-service work and changing and adapting it as appropriate.

TACADE runs courses with education authorities and area health authorities on subjects within its specialism. These include all aspects of alcohol and drug education, and particularly the use of informal methods in the wider health education field. Also it has sought to work with other in-service organizations concerned with schools' health education. It has a good (and healthy!) working relationship with the Schools' Council, Health Education Project 5-13 and 13-18, with the Health Education Council's Education and Training Division, the "Active Tutorial Work" and "My Body" projects.

Two other in-service activities in which TACADE is involved are, first, by a five-day national conference, which runs the first week after the end of the summer term. This year the conference is at York University and is concentrating on a detailed examination of current international approaches to drug education. It is available to teachers, advisers, health education officers, and other interested professionals. Secondly, TACADE is responsible for running a Certificate in Schools Health Education. This is for teachers in the Greater Manchester area and is a one evening a week course run over one academic year. From this October, the course is to be validated by the City of Manchester College of Higher Education.

Publications
At present, TACADE has 22 publications. These range from books like *Teaching about Alcohol and Drinking* and *Parenthood Education in Schools* to material for use with pupils, e.g. a Card Game called *Alcohol - What do you know?* and *Understanding Others*, a set of situation cards on general aspects of health and social education.

Research & Consultation
TACADE has just finished two major pieces of research. One is an investigation of an in-service course for head teachers on curriculum planning in health education and the other is concerned with developing an instrument for measuring children's decision-making criteria with regard to alcohol use. Both reports are available from TACADE.

The one major piece of research that TACADE is undertaking at present is an evaluation of twelve units of drug education material. This research, which is teacher based, will be finished by the summer, when the materials will be rewritten and published by TACADE in the autumn, at which time another research project will be set up to measure the effectiveness of the materials upon pupils, in terms of its stated objectives.

TACADE has had the privilege of being invited to act in a consultative capacity to some recent national curriculum health education projects, like



At least it's a step in the right direction

the SCHEP 5-13 and 13-18 and to some overseas countries. A further part of TACADE's consultative function, which it takes very seriously, is the more informal, day-to-day, advice and assistance for which many schools and local authorities, in relation to health education and drug education.

The Resource and Information Centre

The centre based at Manchester contains a selection of resource material in the form of books, pamphlets, off-prints of articles, lists of resources, reading lists, journals and teaching aids. The main areas that the centre covers are:

- Health Education methodology.
- Curriculum organization.
- Pastoral care and counselling.
- In-service training methodology.
- Drugs, alcohol and tobacco education research.

● Sociological and psychological aspects of drugs in society.
● Drugs and alcohol statistics.
These documents may be studied by a visit to the centre which is open Monday to Friday, 9.00 to 5.00, or, for those not living in the Manchester region, through a subscriptions scheme which offers a postal service whereby books may be used throughout the country and articles and books of a specialised nature can be obtained quickly.

The over-riding policy which TACADE adopts with regard to its development and growth is that it always attempts to fit its work to accommodate the needs of teachers and to provide resources or in-service education in response to these needs. To this effect it welcomes any correspondence from the teaching profession. Further details of any of the projects mentioned in this article can be obtained from The Director, TACADE, 2 Mount Street, Manchester, M2 5NG.

Announcing

TACADE Publications

TACADE (Teachers' Advisory Council on Alcohol and Drug Education) has responded to a recognised need for well-prepared, up-to-date resources on health/social education, and has produced a selection of such materials. These are now available, and our illustrated Publications leaflet gives details of these already well-received educational resources, four of which are:

Understanding Others

A set of workcards built around personal relationships in experiences common to adolescents. Original texts and illustrations first appeared in popular magazines with style and language familiar to many young people.

20 laminated cards and Teacher's guide in strong plastic 'book-sleeve' type wallet.
Price: £5.50 plus 53p postage.

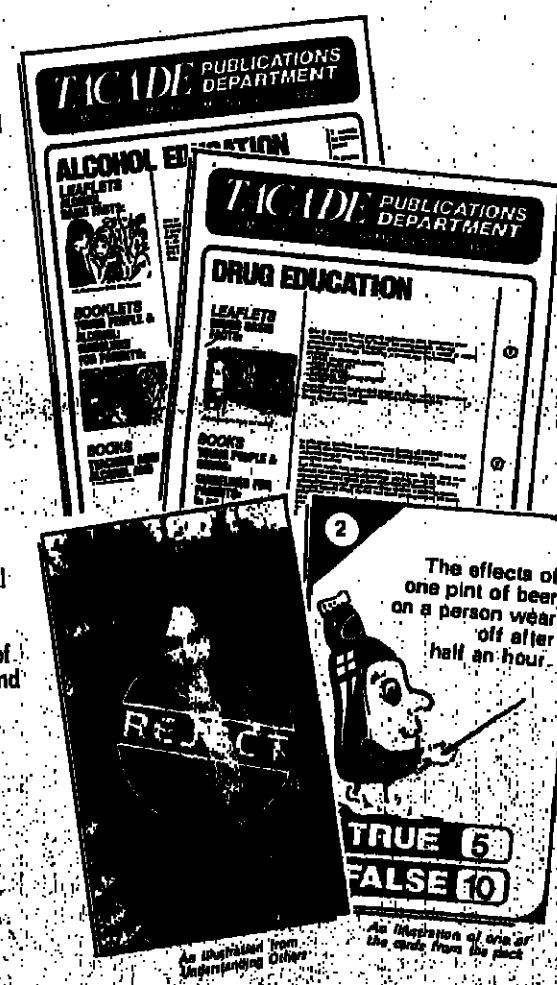
Teaching about Alcohol and Drinking
by Dr. S. Caruana, James C.P. Cowley, Derek Rutherford.

This information booklet is a concise yet substantial resource, useful for teachers in the planning and teaching of alcohol education. It contains well-researched information on the nature and effects of alcohol, social implications of its use and abuse, and suggested methods of approach. 53pp.

Price 90p plus 19p postage.

Parenthood Education
A collection of papers presented at a Parentcraft Symposium in Oxford, providing a wide range of opinions and expertise on Parenthood Education. Five sets of Workshops are included in this ring-bound book, a recommended reader for the O.U. Course 'Education for Family Life'. 143pp.

Price: £3.50 plus 53p postage.



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An excellent means of presenting facts about alcohol, this pack contains two sets of 48 cards in durable plastic. One set gives 'true or false' statements, the other is a set of answer/information cards. Up to 20 pupils can play at any one time in groups.

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TACADE

How are you man?

Ian Fairfax outlines a strategy for H.E. in schools from Newcastle upon Tyne

Presentation of Health Education in the classroom has changed over the past few years from a limited approach of sex/hygiene education and from heavy concentration on the health problem to a more all embracing positive presentation of educating for health.

Some readers may, in fact, disapprove of some of the changes that are taking place, especially if they feel health education should deal with warnings related to health behaviour.

The current development of the Schools Council health education projects and the Active Tutorial Work, to name but two, are encouraging a deeper look at all aspects of health.

The presentation of the projects has encouraged teachers to look at health from not only the physical, but social and emotional viewpoints. With the development of such projects comes a greater need for examination of coordination and planning required to implement health education in the curriculum.

Newcastle upon Tyne teachers, through the Health Education Curriculum Study Group, kept abreast of the changes taking place in health education over the past decade and have produced a series of publications to assist teachers. The latest of these is a document *How are You Man?*, a colloquial term used to describe a detailed strategy for health education in schools.

In producing the document, the writing team has sought to define the roles of those participating in health education in schools; to clarify, unambiguously, the aims and objectives of health education; to encourage schools

to assess the need for health education in their curricula and to show how health education in schools, in terms of organization and course planning, may be effectively started. The writing group has considerable practical experience of health education in primary and secondary schools, although the strategy is aimed principally at those teaching children in middle/secondary age range.

The booklet offers, to those who want it, an outline of logical steps that can be taken when introducing health education into the school. The questions that a head teacher may ask him/herself before he/she introduces health education into the curriculum are discussed. What prompt head teachers into considering health education in their schools and the arguments for and against are interesting and yet are a necessary part of the process through which many heads will pass before considering time-tableing health in the curriculum. The role of a steering committee, its functions and its composition are considered. The various tasks for such a group are suggested and also how they can be implemented.

The coordinator. Many readers will be familiar with the term "coordinator" in health education. How are You Man? presents, in detail, the value of such a person in health education. A practical approach is taken, helping the reader to examine all aspects of the coordinator's role. Examples of ways in which the coordinator may support, liaise, lead, evaluate and generally function

are given. Assessment of the needs of pupils and the relative importance that parents and teachers attach to health issues are discussed. Examples of how the work of J.W. Balding can help in this assessment work are shown. Illustrations of questionnaires and grids are given. The reader is treated to a full and frank insight of the work of a coordinator, written by the coordinator herself.

The syllabus and syllabus maker. Many teachers will be interested in the examples given of the syllabus and comparisons chosen. Syllabus making can be said to be concerned with the teacher making judgements upon how best the children will learn and then how they will organize and develop materials that will help their progress. Because health education means different things to different people each school can have its own starting point. Readers may enjoy the debate on the constraints there are on both the syllabus and syllabus maker.

Who is involved in health education? Rightly or wrongly, health education can involve teachers from all academic backgrounds and with different levels of experience. There are chapters that view health education from the eyes of the head of department, of the teacher new to health education. The views of pastoral staff and their relationship to health education are expressed. Perhaps one of the more difficult areas for the young teacher is health: some find themselves faced with timetable space and a suggestion that they should teach health education. What should their objectives be? What techniques are available to them? What concerns them most about implementation and application? What sources of help are there? All these questions are examined.

Health education presented at this age level should not be presented in isolation or without consideration of what has gone on before. Some readers will find the contribution from the primary school writers most helpful in trying to understand the different approach taken at primary school level and, again, the constraints on primary school in relation to health education. Teachers of young children are increasingly involved in using health examples in their work as well as developing awareness of the child to its environment and to the services in the community that are there to care, help and protect. The more those involved in secondary health education understand what has been taught and why, the greater the understanding of what the needs of secondary aged pupils are.

How others see us. An aspect that may not often be considered when forming a strategy for health education is, how do those outside the school view what should be taught with regard to health education? A fascinating section on the views of a child psychologist, policeman, crossing warden, PTA member, medical officer, nurse in school health, youth club worker, Minister, school governor, is offered for the reader to consider, yet another dimension to the presentation of health education. In conclusion, *How are You Man?* explains the role of the local education authority working party which, again, outlines the need for support for health education within the school from outside. Creating the right climate is important; stimulating interest in those who organize and teach it. Presentation of health education at school level is necessary and ways in which this can be achieved and what is involved are discussed.

How are You Man? is available from The Schools Council, Newcastle Education Department, Civic Centre, Barrack Road, Newcastle upon Tyne. It can be ordered by post, by telephone or by direct mail. The price is £1.50 per copy plus postage. The Schools Council Area Health Education Project, Newcastle Area Health Education Project, is the publisher.

Please write for further information: HEALTH EDUCATION AUDIO VISUAL LTD, Neatham Mill, Lower Neatham Lane, Holybourne, Alton, Hants GU34 4ET

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Natural nashers

A successful curriculum development in dental health. By Michael Craft, Project Director

Dental disease is of particular interest to health education since it is typical of modern chronic diseases like heart disease, obesity or alcohol abuse, and yet prevention is a practical possibility.

The Health Education Council has a Dental Health Study based at Cambridge which, since 1975, has been investigating motivational techniques aimed at improving self-care skills taking into account the total environment of high risk individuals. Of particular importance are factors such as the social role of sugar and its widespread marketing in hidden forms, the wide choice of treatment services, yet low expectations of dental health.

The study had recently successfully completed big scale trials of a programme called "Natural Nashers", designed for third year adolescents in secondary schools, and is developing another for under fives. It is also interested in the 16 to 20 age group.

The work so far carried out by study is unique in several ways, arising as it does from health science rather than the curriculum development stable. The trials among 4,500 pupils in 37 schools are the biggest of their kind ever held in Britain and the methodology, an unusual blend of concepts from social science and health education, is tailored to the preferences of teachers and needs of schools. For example, "Natural Nashers" is flexible enough to be integrated into third year science without overloading the curriculum; or distorting existing teacher roles. Its content and objectives are compatible with general health considerations while emphasizing personal responsibility, distinguishing prevention from cure and "body made" from "ready made" or added sugar in the diet.

Teachers attend an induction workshop and the programme takes three double periods each containing a key lesson (information); an experiment (activity) and worksheets (reinforcement). In recognition of parental and peer influence pupils work in pairs, have home activities and are given home care kits and other materials. Each school has a fieldworker checks materials, supports the teacher and provide evaluative feedback. By comparison with other curriculum development projects, this scheme provides a very high level of materials and support (so far at no direct cost to schools) and this is one reason why the investigators, Michael Craft, Ray Croucher, and Julie Dickinson report that more than 83 per cent of teachers involved were very enthusiastic.

How to say "No"

Gillian Thomas surveys the anti-smoking campaign

How and when do children get offered their first cigarette? By a friend? In a group? At home? And how can they be helped to say "No"?

A radical new approach to the prevention of smoking is to be tried in the new Health Education Council project - "Resisting Social Pressures". It will use a series of short films based on research into the circumstances under which children first began to smoke regularly.

Most do so in their teens, but a few - around 6 per cent - start as early as 11 or 12. Moreover, 80 per cent of children who smoke regularly continue to do so as adults so prevention at this stage is clearly of prime importance.

It is another HEC programme, "Physiological Aspects of Smoking Education", stem from anti-smoking research in America, particularly that carried out by Dr Richard Evans of the Department of Psychology at Houston University.

He has concentrated on trying to get the anti-smoking message across to children in a form which will remain effective until the crucial first cigarette comes their way.

Using Madison Avenue-style advertising techniques, which he points out gave the aura of glamour to smoking in the first place, and peer group activities to hammer home the health message, he has achieved a 6 per cent decline in new smokers.

"He uses a number of short films which show vividly what happens to the body when you start to smoke", says Donald Reid, Assistant Director of the HEC. "For example the pulse rate rises and the lungs have to work harder. When linked directly to the inevitable drop in athletic performance, the message becomes highly pertinent to teenagers".

Another research project, by the School of Public Health at the University of Minnesota, uses Billy Graham-style techniques as a grand finale to anti-smoking programmes in schools. Whole classes are urged to forswear smoking and their commitment to do so is recorded on videotape. In this way even the waverers are swept along by their peers.

"It is very impressive, but I wonder how British teachers would react to that kind of approach?" says Donald

Reid. "To find out, I am getting local health units to enlist schools who would be willing to cooperate in initial research".

The Minnesota research has also shown that anti-smoking lessons are most effective when spread out at monthly intervals. The HEC is floating that idea too though it contradicts the traditional belief that a concentrated approach works best.

Details of "RSP" have yet to be finalised, though "PHASE" is already under way. A full-time research fellow is to be appointed to work under John Barker, Lecturer in Biology at London University's Chelsea Centre for Science Education.

They will produce a science-based teachers' manual on smoking, concentrating on its chemical effects on the body. They also plan to develop simple equipment for classroom experiments, like gauges to measure lung volume and pulse rate, as well as manual dexterity tests. All will be designed to bring home the effects - many startlingly immediate - which smoking has on the body.

With the addition of a £2 million government grant specially earmarked for anti-smoking work over the next two years, other HEC preventive campaigns have been given a big boost too. In one of them a quarter of a million

children have joined "Superman". Launched nationally in January, it uses the cartoon character to enlist their help in the war against smoking.

"Never say 'Yes' to a cigarette", he urges, "and join me in the battle against the evil Nick O'Teen".

This has produced an overwhelming response in primary schools. Some have written in requesting a Superman pack - which includes a poster, badge and colour comic - for every child and have organised mass signing-on sessions.

In addition the HEC has already received over 6,000 entries for the Superman anti-smoking poster painting competition, though the closing date is not until the end of July. A large exhibition of them in London is being planned for next autumn with a grand prize-giving. It will herald a new phase of the campaign when more resource materials and ideas will be introduced.

The HEC is also responsible for the implementation in schools (and the necessary teacher-training) of the "5-13 Project", a formal course in health education developed by the Schools Council in 1977.

One of the units in it is concerned with smoking which it links with attitudes and values. The material is presented to children as the Vectors Project, an exercise in decision-making

related to the use of tobacco.

A similar project for over-13s is to be published next year. It too will contain a section on smoking, with games and other material.

Meanwhile, since 1975 junior schools in Sheffield have been involved in "My Body", a highly successful 45-hour health/science course for 10- to 11-year-olds. In conjunction with the HEC, teachers there adapted and developed it from an American research study.

"What is emerging very clearly from the schools already involved is the enthusiasm of the children, because it is such fun to do", Donald Reid says.

"Inevitably it is very difficult to assess the long-term effects on smoking patterns. However a small study in Sheffield showed that children in eight schools doing it had almost all taken a strong anti-smoking message home to their parents".

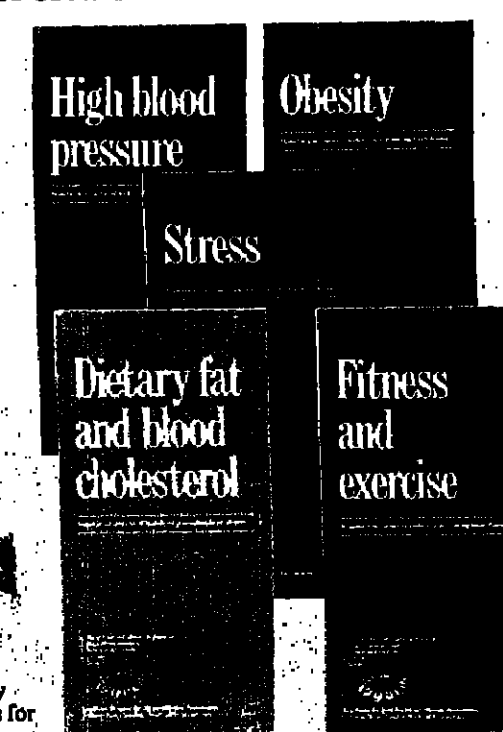
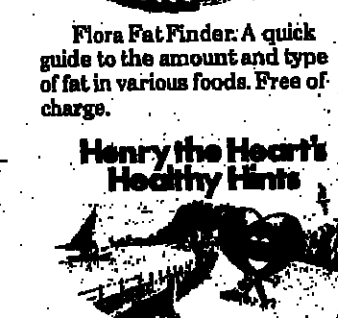
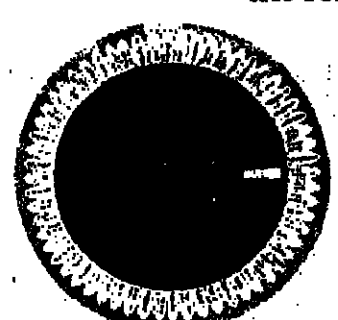
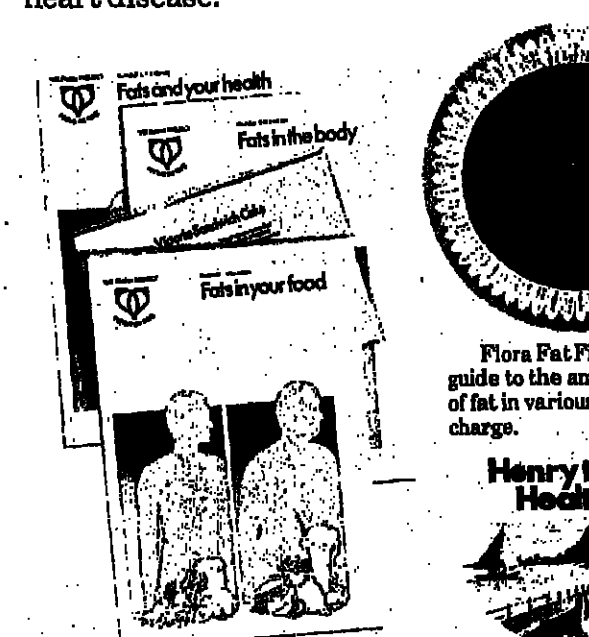
As a basis for further assessment, the necessary habits of 400 children who have done it are to be monitored over the next five years.

As Donald Reid stresses, assessing any change in attitudes to health is a very long and costly process. Hence the HEC can only hope that its anti-smoking campaigns will have some effect.

The Flora guide to health and diet.

The Flora Project for Heart Disease Prevention has produced this material with the help of specialists in the field of heart disease.

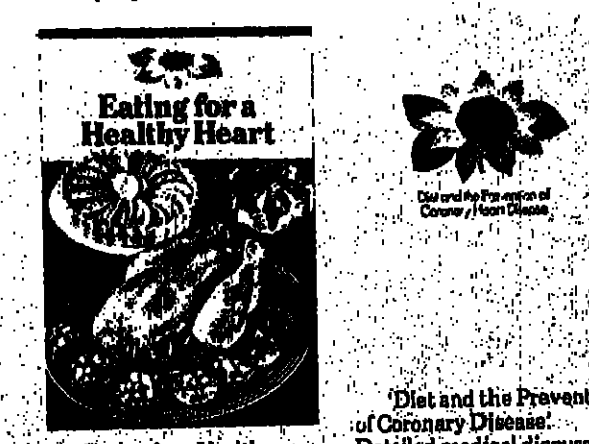
It is designed to help teachers of General Health Education, Food & Nutrition and related subjects, explain the role of fats in health and diet.



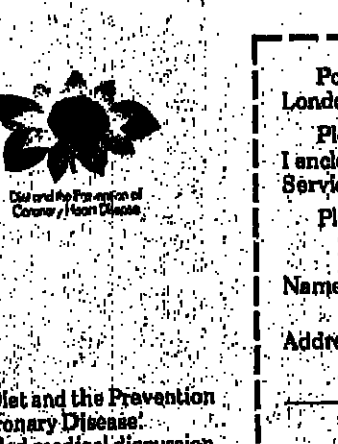
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extra A common goal

Pam Stoa describes the Devon programmes for H.E.

Devon has for some time been forward thinking in Health Education. Not only is the county one of the few that requires all schools to have a health education programme, but in addition it states explicitly that this should be a "matter of report and understanding between teachers, parents, governors and managers".

The definition of health in this context has never been an easy task. The booklet *Health and the School* 1978 gave both the WHO definition—"the physical, social and mental well-being of individuals... which also takes into account an individual's faith or religious beliefs and moral welfare" and Katherine Mansfield's all embracing statement "By health I mean the power to live a full, adult, living breathing life in close contact with what I love—I want to be all that I am capable of becoming".

The breadth this allows has led to a wide number of agencies becoming involved—education, health services, social services, police, parent teacher associations and employers. The police, for instance, have a strong commitment to helping young people work out their own values within society's rules and this overlapping with the aims of education has led to an advisory post for personal, social and moral education being set up under the Social Morality Council's Plan for

Moral Education in Schools. This is funded jointly by Devon Education Authority & Devon and Cornwall Police with a contribution by Westward Television.

Within the police itself, the School Liaison service provides an important facet of the county's community policing policy. By working with teachers in pastoral and curriculum time, pupils are given the opportunity of seeing the police in a new light. As PC John Marshall said after playing an autocratic head in a recent performance of *Kes* at Vincent Thompson high school, Exeter, "when you get nervous together and when you are both young, likely to forget your lines and need help then it is possible for us really to be seen as human beings who are also policemen".

The county has a Joint Services Youth Support team in Exeter which brings social services and police together to tackle the problems of the young. In addition, juvenile bureaux have been set up in a number of areas of Devon.

Interdisciplinary courses are regularly held for those working in education, social services, the adult, youth and community service and the police. These provide for a regular exchange of views and through a simulation exercise devised by Denis Hurrell, an

Adult, Youth and Community Officer, an exchange of roles. "I designed it to show up the contrast of the immediacy of police work and the longer term objectives of other agencies", Denis Hurrell said.

An exchange of roles is often used within schools as well. Crownhill secondary school, Plymouth, for instance, has developed a course called "People Matter". Taught through simulations, role play and discussion, it endeavours to help fifth year students develop their understanding of themselves and others.

The county has a strong drama advisory team who have helped teachers with both skills and content. Schools are becoming increasingly aware of the value of this type of work as a background to academic work.

The starting point for any learning in this part of the curriculum is the self and it is recognized that over-riding problems, misconceptions and the like can interface drastically with education.

Pastoral time is a valuable opportunity to focus on this and the development of such schemes as Leslie Button's "Group Tutoring for the Form Teacher" from Swansea University and "Active Tutorial Work" from Lancashire has been welcomed by all concerned. An intensive training programme has been launched so that

teachers can experience the climate of trust and support that can be created by such a scheme.

Teachers who have started using the scheme have made comments such as "There is no doubt in my mind that it works". The children wanted to continue at the end of the session" and "I've never heard that girl speak in front of the whole class before".

As interest grows within the school teachers are taking on the role of training other members of staff—a difficult task at the best of times within your own school, but a real challenge for young teachers demonstrating their belief in the work.

Teacher training institutions have taken some initiatives in developments in this area. A number of teachers have been seconded for one term to complete a concentrated course of Health Education at the University of Exeter's School of Education. Rolle College, Exmouth, has taken on the responsibility for co-ordinating the Schools Council Health Education Project 5-13. A number of primary schools have used the framework and materials provided by the project. The county was used as part of the second phase of the 13-18 follow up project.

Several secondary schools are backing up work in pastoral time with a timetable form period taught by the tutor. In addition, in most schools the fourth and fifth years have courses arranged to give them a chance to examine themselves with a fresh maturity. The inter-departmental teams that organise these foster a spirit which enables teachers to share their failures as well as their successes.

Exmouth school's team for last year has an annual residential workshop, a focus for reflection, planning and planning.

Parents, teachers, pupils and schools with an interest in what goes on in the home may be given many opportunities to contribute their views to meetings, discussions, or more informally through the questionnaire. Balancing has developed at Exeter University. This allows the importance of each topic to be weighed against actual provision in the school.

Liaison is extended beyond the school to the national level. The Health Education Council through its officers, the Teachers' Advisory Council for Alcohol and Drug Education, the Schools Council Health Education projects and i.e.a. advisory team have all helped with aspects of work and added different perspectives. National field workers can be particularly helpful to an area such as Devon which is comparatively isolated geographically.

Development in this area of curriculum has enabled young people to focus on themselves without intermediary of a subject. They explore roles—their own and those of adults—in an atmosphere that allows and aids this. Knowledge, understanding can and should be increased responsibility for these and others.

Pam Stoa is Field Adviser—Personal, Social and Moral Education, Devon.

Teamwork in Lancashire

By Ian Foster

"In view of the fast growing complexity and scope of modern knowledge no one profession dealing with a range of human needs can make exclusive claims in relation to the others. Each has its essential function as well as its necessary overlap with others. This overlap is indeed required for intelligent co-operation and teamwork. It should also enable a holistic approach to be made to the multiple needs of man".

This passage is reproduced from the Report of the Working Party on Social Workers in the Local Authority Health and Welfare Services 1959 and is as true today as it was when that statement was made.

The concept of liaison between the health and education authorities in pursuance of a common goal namely a policy to look at health education in schools is nothing new and has gone on in many areas for a number of years now but in the main this has been done in an informal ad hoc way. Lancashire has formalized this arrangement.

The boundaries of Lancashire Area Health Authority and Lancashire Education Authority are co-terminous and contain six health districts and 14 education districts. The total population is 1.14 million and there are 675 infant and junior schools, 49 special

schools and 125 secondary schools. In 1978, interested parties from health and education were invited to attend a meeting to discuss how the absence of formal coordination and joint planning between the two authorities might be overcome. The outcome of the meeting was the setting up of the Health Education Liaison Committee between Health and Education Authorities.

The committee consists of area advisers and curriculum development officers from education, area specialists in community medicine, nursing officers, the Area Health Education Officer from health who also acts as convenor. The first major practical outcome was the setting up of a school health promoting agency within each of the six health districts in the Lancashire Area; the District Health Education Team (DHET).

The local teams have a similar make-up to the liaison team drawing local teachers from both primary and secondary schools and various health staff who are known to be interested in promoting health education in school. The team is convened by the Senior Health Education Officer who has the responsibility for that district.

Health education has up to now concentrated on imparting health facts to people, hoping that they will change

their behaviour accordingly. In doing this the processes of social interaction of the young person have been ignored by many health professionals and to some extent by teachers.

To be more successful therefore, health education must become involved in the social processes of home and school in an organized and co-ordinated way.

These aims can only be accomplished with co-operation between health and education authorities. District Health Education Teams may be a medium to achieve this.

Generally the aims of the DHET are to support, invigorate and inspire health education in schools. To succeed in this they will:

1. Develop a health education strategy for schools.
2. Provide information to those involved in health education and to local teachers from both primary and secondary schools and various health staff who are known to be interested in promoting health education in school.
3. Extend the role of the health professional with respect to their health education work; but in a way which recognises the central role of the teacher.

It was soon discovered that if the teams were to even begin to work in the way that was intended some common purpose should be arrived at.

The liaison committee set up a five-day in-service training course for the six teams. Forty people attended the course which accounted for approximately two-thirds of the people who were on the DHETs.

The next step we needed to make was to find out what was going on already in the schools. So a survey was carried out in all the primary and secondary schools. This gave us a rough picture of what was happening in schools and threw up some names of interested teachers and schools who had already looked at the possibility of co-ordination in relation to health education.

Using the questionnaire as a basis for action two of the teams decided to hold two day co-ordinators courses as suggested by the Schools Council Health Education Project 5-13. Another district team held head teacher meetings followed by a one day seminar for interested heads who attended those meetings. Another team went into two of its large primary schools and conducted a six week school based course for all the teachers in those schools.

In one district, it was decided to give the SCHEP 5-13 materials the hard sell approach and it is now compiling a local resources book to accompany the materials. It is hoped that this approach will encourage teachers to look at the materials and incorporate them in their teaching.

Another approach by one district team was to stage a number of half-day seminars for teachers on subjects which they felt they needed updating

on or would like to investigate. The first of these was on back to back in conjunction with the PE staff.

In pursuance of the third objective of the DHETs, the liaison committee recently staged a one-day seminar for senior community health staff, the participants were: 1. Information and provided with the opportunity to explore the Schools Council Health Education Project 5-13 materials, provided with the opportunity to explore the community health education materials.

It is now the intention of the DHETs to follow a similar format within their own districts. This is hoped will lead to a greater understanding of and involvement and increase the effectiveness of their work.

The liaison committee meets quarterly and provides an opportunity to discuss ideas that have been brought up by the district teams and to develop new projects and see what information we would like to have.

The value of the co-ordinating role is emphasized. It is hoped that this will be overemphasized it could be overemphasized. The point is that a group is beginning of everything. One cannot do nothing, can attain nothing, a group with a real leader can do what a group of people can do what a man can never do.

I. Foster is Senior Health Education Officer, Lancashire Area Health Authority.

Certainly there is nothing "pop" about Anthony Heath's *Social Mobility*. Time was when you could get by if you could count and understand percentages. This clear and scrupulously well-balanced book shows that fingers have been given to computers; the beloved chi-square to things called path and multiple regression analyses. What all this statistical sophistication has achieved in revealing who, in occupational terms, gets where, when and how cannot be detailed here. Heath compares, albeit with a good deal of methodological huffing and puffing, the importance, especially at the occupational level, of a wise choice of parents or failing that, a good education. For once, women, a sex usually treated as non-existent because of sampling difficulties, are discussed. Regrettably, there is no comparable discussion on the fate of ethnic groups in Britain. There is, though, a very fine chapter on the difficulties of making comparisons of rates of mobility between industrialized nations.

The reader's reaction to this book will depend on whether he or she is of identification. "Some themes are stated more subtly, but nonetheless more clearly, than others" (e.g. that parents too have problems and that some apparently concerns are problems for all ages) is the advice offered by teachers' handbooks, while thematic summaries of each chapter are refreshingly free from any value-judgements or approved opinions. An adolescent viewer is very much in a peer-group situation. Not a word of smoke is seen or anything like that. Parents swallowed. No exhortation of De Gaulle's "I am a Breton" or the traditional style of health education. Edinburgh teachers will recognize the filmed background of the salad bar belonged to the city's more enterprising restaurants, but the working surfaces are well out of shot.

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She put a needle in her nose

Neil Phillip

Folklore Studies in the Twentieth Century: Proceedings of the Centenary Conference of the Folklore Society, Edited by Veneta J. Newall, D. S. Brewer, £35.00, 85991 064 4.

This collection of conference papers is inevitably uneven, but it offers both an authoritative survey of current thinking in an exciting discipline and a number of essays of exceptional interest. Of most direct concern to teachers are the Opies' formulation of "Certain Laws of Folklore" and John Niles' "Storytelling by

accepts mobility rates based on movements between occupations as a reasonable index of changes in class structure. Heath, of course, is aware that his data and hypotheticals constructed make sense only within a broader socio-historical context in which occupations rise and fall, expand and contract but, in the mass of detail, this issue gets lost. This book is at its weakest when Heath attempts to move beyond the limitations imposed by his methodological preoccupations. I was certainly not persuaded, for example, that superficial data on voting behaviour and friendship patterns get us anywhere near the sentiments, traditions and loyalties involved in the voting of class identification. All in all, Heath's book leaves me with the feeling that while empirical sociology may have come of age we have not yet ceased to see through a glass darkly.

One thing, though, seems clear. The twentieth century has witnessed the repeated reorganization of work in the name of efficiency and higher productivity. Skilled crafts have disappeared and the demands of mass production and mechanization have created, in the office as well as the factory, increasingly standardized working conditions. For many, work is experienced as monotonous and at best the price to be paid in order to share in the joys of a consumer society.

Salman's *Class and the Corporation* is about these matters and how sociologists have responded, in different ways, to the transformation and impoverishment of work during this century. Most people now work for giant corporate enterprises and, while work relations remain hierarchical, new forms of bureaucracy and technical control have replaced earlier kinds of personal command. In a fine discussion of scientific management and "human relations" theory, Salman argues that the aim of these new systems of impersonal control was to develop more efficient and calculable ways of directing, evaluating, and disciplining an always potentially recalcitrant labour force. Salman also shows that much sociological theorizing about organizations implicitly accepts these managerial objectives, divorcing questions about organizational structure from broader questions about class interests and domination.

There is also a comprehensive and critical discussion of the literature on alienation. Salman demonstrates that much of this work represents a radical departure from the concerns of Marx, Weber, and Durkheim who always sought to link their observations about the nature and costs of modern work to an analysis of contemporary society. Salman's summary of the theories of these three men on work and bureaucracy is excellent as is his discussion of the importance, on the human costs that accompanied the emergence of new work forms during industrialization.

A short review cannot possibly do justice to the many merits of this book. Somehow, Salman has managed to deal with an immense literature in a manner which presupposes no prior knowledge on the part of his readers. The book is finely written in simple and lucid prose and each chapter is full of interesting and critical observations. I can think of

no better introduction to this important subject.

Anyone who undertakes to write an introduction to the study of culture takes on the work of Sisyphus; the job has to be done but it will never be completed. Nevertheless, one expects something more than Raymond Williams offers us in *Culture*. This book is not really about the sociology of culture at all. Of course, everything depends on what one means by sociology and culture but there is no reason to accept Williams' caricature of the former and restricted view of the latter. In effect, we are given an outline of Williams' own brand of cultural Marxism which is concerned mainly with the institutions involved in the formation, reproduction and distribution of various kinds of "cultural movements" within these limits, much of the book is interesting and the discussion of dramatic forms especially good.

Yet this book is likely to give a very false impression about what is happening in this area of sociology. Sociologists who have drawn on the work of Durkheim, Weber, and Simmel and have written about religion, myth, and ritual will be puzzled to learn that the study of culture is a sociologically underdeveloped area. Indeed, Williams ignores a whole sociological tradition which views culture as essentially introductory and which, in a system of symbolic boundaries of "Thou Shalt Not", gives order and meaning to people's lives. Within this tradition, Daniel Bell, Richard Sennett, Christopher Lasch and Philip Rieff have had important things to say about what is happening to contemporary society as its culture becomes increasingly remissive and hedonistic. There is no mention of these authors in this book.

In fact, the list of omissions is almost endless. There is a brief and odd discussion of *Verstehen* and something called "the informing spirit" but nothing on the new hermeneutics of, among others, Ricoeur and Habermas. There is nothing on semiotics and the work of Barthes, little on Critical Theory, and an inadequate account of structuralism which somehow manages to avoid mentioning Levi-Strauss. One would not learn from this book that Freud had anything important to say about culture and, surprisingly for a Marxist, there is no account of the work of the Birmingham Centre for Cultural Studies.

These omissions are the more unfortunate as in recent years it has not been possible to read a novel or go to the cinema without feeling a little self-conscious. A new breed of secularised clerics has discovered "ideology" and decoding the encoded cultural messages which allegedly engage and entrap us. This they have done in works of such obscurity that the decoders have been in urgent need of decoding.

Raymond Williams' book offers no guide, and until a reliable introduction to the study of culture is written, we shall have to continue to wander around, hoping to find in journals such as *Screen* a genuine rather than spurious complexity and an ineffable something that would make the effort seem worthwhile.

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Cognitive Abilities Test

RL Thorndike, E Hagan

Age range: 8 to 14 years

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Mathematical dialogues

Barry Blakeley examines two electronic learning aids, one of which talks

A visit to the London Educational Equipment Exhibition recently provided a timely reminder that electronic learning aids continue to develop. Texas Instruments displayed two new products which are interesting for two very different reasons.

As a companion to their Speak and Spell (TES 1.8.80) they have now produced Speak and Maths, which is to be released here this month. It will sell at £39.95 (or less with discount) and uses the same principle of motivating basic skills practice via a voice synthesiser. It is powered by four HP11 batteries and uses a touch keyboard. Press ON and an electronic fanfare announces "Solve it, Level One".

Press GO and voice and display will present the first problem, "Zero plus five is what?", shown as 0 + 5 = . Pressing 5 on the keyboard,



followed by an arrow (for ENTER) produces the response "That's right, now try nine plus seven is what?" and so on. Two attempts are allowed ("Wrong, try again" in a slightly off-hand tone) before the user is told "That's incorrect, the correct answer is..." with the display showing the appropriate figures.

It is a pity that as the user enters the desired response, the original problem is cleared from the display; with pupils using the level one items, it would have been valuable to have seen the whole problem plus result. There is a clear key (C) to clear the display, or to remove a wrongly entered response, and there is a repeat key which causes the question to be repeated (but not re-displayed if a mistaken answer has first been entered and cleared).

Five questions are presented before the total is given—"Your score is: four right, one wrong" with a display of 4 - 1. It is possible to choose any one of the four arithmetic operations by pressing the appropriate sign after

the announcement of the Solve It mode; pressing the sign for Mix It will produce a mixture of operations. The whole procedure can be presented at a higher level by pressing 2 or 3 at the beginning. Typical questions at the various levels are

Level 1 0+1, 1x2, 6-1, 24/8
Level 2 94+16, 85x29, 50-39, 138/46
Level 3 551+856, 99x98, 1823-901, 1140/95

At the higher levels a small problem arises (at least on the U.S. version I have seen) when the voice presents 141 + 201 as "One hundred forty one plus two hundred one", which could well prove to be a distraction for some pupils. The division sign is displayed as an oblique.

Speak and Maths has a number of other modes of operation. In Word Problems the questions are presented verbally with no display, again at one of three levels. The answer, when entered on the keyboard, is shown in the display. Level 1: "How much is twenty plus twelve?" "What is four times four?" "Thirteen take away eight, how much is left?" "If six plus five is eleven, what is eleven minus five?"

Level 2 introduces some different types of question—"If a rectangle is four units long and three units wide, what is the area?" (or perimeter); "How many hundreds are in five hundred seventy two?"—5 is the accepted answer, 5.72 is rejected; "Six tens take away four tens is how many tens?" "Three hundreds plus five tens is what?" Level 3 offers "What is twenty percent of thirty?" "The radius of a circle is three units, what is the area?" (the accompanying booklet states on page 32 that pi = 3.14 (this number has been rounded)); "If seven and three are the factors what is the product?"



Greater Than, Less Than asks questions such as "Ninety six is greater than or less than sixty nine?" with the display showing 96 - 69. You enter the symbol > or = for your answer (Level 1). Level 2 goes to larger numbers (5708 - 5718) and Level 3 to decimals: "Forty two hundredths is greater than or less than five tenths minus one tenth?" displayed as .42 - .5 - .1.

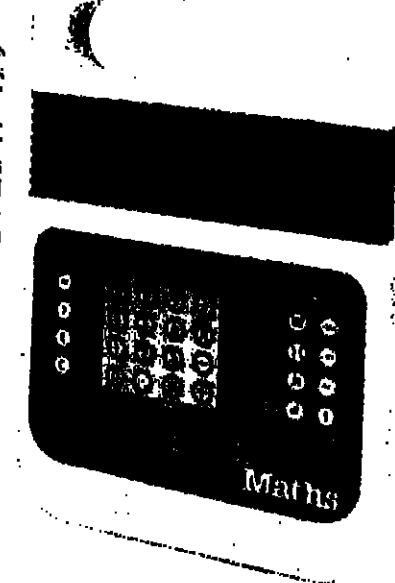
Write It speaks numbers for the user to enter using the keyboard: Level 1—147, 56; Level 2—120000, 770070 (try listening to "Seven hundred seventy thousand seven" without being able to see the figures if you think this is all easy); Level 3—33 1/10, eighty seven thousand six hundred forty two hundred thousandths!

Number Stumper is a game very similar to Mastermind, played at one of three levels. At Level 1 a two-digit number must be guessed within eight attempts, each attempt drawing the vocal response "Number right, one, number in wrong place, zero" or some such, with the accompanying display 1 0. Finding the required number produces the response "You've got my number" together with a score depending on the number of guesses. Levels 2 and 3 use three and four digits with twelve and sixteen guesses respectively.

Speak and Maths comes with a booklet which carefully explains the various options and twelve games (using counters and printed game boards) which make use of the options. I have taken space to spell out exactly what this latest electronic learning aid does because it is necessary before one can estimate its use in schools. In no way can it be a substitute for a teacher, but it can certainly provide motivation for practice of certain skills. In fact it highlights skills which are not universally practised. Primary schools and remedial departments may well find a place for Speak and Maths. An earphone is supplied for individual use.

Two years ago Texas Instruments sent out a mailing shot to include all secondary schools, advertising their calculators, enclosing a very useful poster about microchips, and requesting completion of a questionnaire about what teachers thought should be the features included in calculators for use at various levels in school. One of the results is the new TI30 LCD calculator, an eight-digit liquid crystal display machine, powered by two 1.5 v AA batteries in its "power-bulge" (shades of the sports car show-)

It is claimed that the batteries give several years use (there is an automatic power down after ten minutes with no keys pressed) and the power bulge gently inclines the calculator for easier viewing on a desk. The Texas



Speak and Maths, from Texas Instruments, plays twelve games, including "Number Stumper".

algebraic operating system is used (AOS), and the functions include %, 1/x, x^y, x, yx, sin, cos, tan, log, in and an inverse key; pi and x^ are also included. Fifteen levels of brackets are available, also scientific notation (5 + 2 digits) while eleven digits are used in internal calculations.

There is memory STO, RCL, SUM and EXC (exchange with display); memory use is indicated in the display boxes as are angle mode (there is degree/radian conversion), error and battery condition. The keys are single function and have a good positive action. The operating manual brings a breath of fresh air and clarity to its field; it is simply fast and away the best I have yet seen for a calculator of this type. At a maximum price of £15 this looks like very good value. TI's consultation and action are to be applauded.



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by Alan Vincent

The long term effect of technology is the provision of a theoretical basis, a rational improvement of teaching. "Now at last," he said, "I have begun to look for an answer within the process of learning: see learning as a process of interaction between the concepts of the learner and the nature of the curriculum, and so on."

Despite these criticisms, these units have many merits and properly used by the right understanding and insight in the area

Wendy Roy reports The Association of Educational Technology annual conference Quiet revolution

The forward with technology is the way of education suggested Professor Gordon's Institute of Education reminded the Educational Technology International Conference in Aberdeen last week.

"We need a centre point," those who strive for a label, "distance learning" onto an old system of correspondence education. But he thought distance learning also seemed to reflect the increasing use of open-print media within learning systems, the input of individualised learning research and the broadening of the social base for open learning systems with course development and qualifications designed for distance learning needs.

The conference, organised by the Association of Educational Technology, was held at Robert Gordon's Institute of Technology, Aberdeen, and drew 350 delegates from all over the world. The theme of the conference was "The educational technology and the future of education".

There are current proposals to bring distant learning under a central management system, he said. "This nesting of distance learning within the larger concept of open learning may present problems for the educational technologist."

Distance learning has to deal with the problems of achieving consistency and coherence within the production of course units; the costs and constraints of non print media; the paradox of broadcasting in which media content controls the learner's pace and yet is hard to control in production; restrictions in the logic of course design; difficulties in applying industrial management and control and the susceptibility of distance students to the problems of isolation.

Explaining the indirect effect of technology, Professor Nisbet said: "Our universal level there has been a change of attitude in the methods of teaching and of courses."

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But, "There are many innovations, but relatively few successful implementations." "Ten years after the Report four major studies are only about one in six which has adopted a 'progressive' working. Even where they are applying educational technology principles and procedures often they are only going onto traditional practices."

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Old bottles and new labels

Many people have successfully studied at a distance without the benefit of advice from people who call themselves educational technologists. Dr David Butts of Jordanhill Institute of Education reminded the Educational Technology International Conference in Aberdeen last week.

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Long courses and evaluation

by Allan A. Edlund

Materials to help long course organisers and to develop schemes of evaluation were presented by Dr Duncan Harris of Bath University at the Educational Technology International Conference in Aberdeen last week.

The project developed from an invitation in 1979 from the Council for Educational Technology to "a workshop of self-help materials for those people running long courses in Educational Technology", with examples focussing on current projects at 30 institutions using one year full time or two year part time courses.

The developed materials included a number of flexible units allowing users to select materials suitable for their own needs. These include a users' guide outlining materials and suggesting various uses, brief descriptions of evaluation models, techniques and a glossary of essential terms, and a tool kit containing guides on collection, analysis, summarising and reporting of evaluations. The guides cover the writing of questionnaires, interview schedules, group meetings, observation schedules, resource analysis and the analysis and organisation of information for reports. The materials also include a section on how to plan an evaluation.

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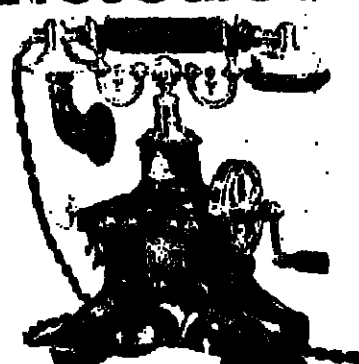
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The lavish new "souvenir" guide to the Science Museum includes colour photographs of many fascinating inventions, including the Ericsson table telephone, designed at the turn of the century. Among the other pictures are one of Amy Johnson's biplane; of a staggeringly ornate eighteenth-century lathe for engine turning; and an automobile tea-maker from 1904. "The text emphasises history, and the relationship between science and art, summed up in its introduction in a somewhat contentious remark, 'If art is the butter, science and engineering is the bread, and we still live in a world where bread is the staff of life.'"

The guide certainly makes an attractive souvenir, though at 60p it may be beyond the purses of many pupils. Further information from the Education Officer, The Science Museum, Exhibition Road, London SW7 2DD.

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